

APPENDIX
TO THE
SIXTY-EIGHTH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1901.

SECTION I.

General Reports on the State of National Education by
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS SEE INSIDE.

Presented to both Houses of Parliament by Command of His Majesty.



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OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1901.

SECTION I.—GENERAL REPORTS ON THE STATE OF NATIONAL EDUCATION
in 1901, by INSPECTORS and OTHERS.

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The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

I.—General Report by Chief Inspector Mr. E. DOWNING.

GENTLEMEN,—The following is my General Report for 1901, NEW SCHEME
OF INSPECTION.
which I beg to submit through you to the Commissioners.

I propose, in the first instance, to describe briefly the new scheme of inspection which came into operation on the 1st of August, 1901, because some notion of this scheme will be found necessary in order to understand frequent allusions in the General Reports of the Senior and District Inspectors, from which I intend to quote at considerable length.

For purposes of inspection, Ireland is now divided into twenty-two circuits, each of which is under the supervision of a Senior Inspector. Each circuit (with three exceptions) is divided into three sections as equally as possible. The Senior Inspector, besides exercising a general supervision over the entire circuit, is *solely* responsible each year for the inspection of one of the three sections.

In the work of the circuit, the Senior Inspector is assisted by two District Inspectors, each of whom takes direct charge of a section for a year. In case of necessity a Sub-Inspector takes the place of a District Inspector.

The Inspector, whether Senior or District, in immediate charge of a section, is expected to hold during the year all the annual examinations of the school in his own section.

At the end of a year the Inspectors exchange sections, rotating round the three sections in three years. It is thus arranged that, for the consideration of the claims of teachers to triennial increments and promotions, there will be forthcoming reports from three distinct Inspectors.

With regard to inspection work other than that of the annual examinations of schools, each Inspector is, for economy sake, expected to perform in general all necessary duties within his own section. The Senior Inspector may, however, go from his own section into either of the other sections whenever he deems it necessary; and may, when necessary and opportune, call into his own section one or both of the District Inspectors to assist him at incidental work.

The Senior and two District Inspectors reside at one common centre. The sections of each circuit are, as a rule, formed by lines radiating from the common centre, so that each Inspector has some work near home.

The three Inspectors of each circuit are expected to meet for conference once a month; and at one at least of these conferences each year a Chief Inspector attends.

When this scheme of inspection came into operation last August, many of the Inspectors were of necessity removed from the scenes of their previous labours; hence it will be found that in many reports references are made to experiences derived from inspections in each case in two distinct localities.

SUPPLY OF
SCHOOL
ACCOMMODA-
TION.

Schools are conveniently scattered through the country. Opportunities of education are brought within easy reach of all. Except in the city of Dublin, where there still remains a serious want of additional accommodation, the school-houses in general afford sufficient space for the attendance; that is according to the usual allowance of eight square feet per pupil.

With the exception of those vested in the Commissioners, the school-houses are not in general kept in good condition. Repairs are not, as a rule, effected promptly when required, and the attempts at repair are very often but temporary expedients. The periodical painting of the wood and iron-work is much neglected. Hence many of the school-houses do not present a neat, well-cared appearance, and the buildings are often observed to deteriorate prematurely.

There are no definite funds available for repairs of these buildings. The expenses of repairs fall on the managers, as a rule, but are often borne by the teachers. Until some scheme is devised to provide the necessary funds for repairs, it is futile to expect the school-houses to present a creditable appearance.

At the end of every calendar year the Inspectors are required to make returns, with regard to their respective districts, of the quality of the school buildings, distinguishing them as good, middling, or bad. They are required to make a similar distinction of them in regard to space accommodation. The latest tabulated returns now available to me are those for December, 1900, and with those I proceed to compare the returns for the year 1890, so as to show the progress made within a decade of years.

Year.	Total No. of Buildings Described.	No. of Buildings whose quality is described as		
		Good.	Middling.	Bad.
1890. . .	5,297	5,962	1,867	473
1900. . .	8,662	6,667	1,904	791
		Increase 195.	Increase 37.	Increase 218.

A similar tabulation referring to space accommodation stands thus:—

Year.	No. of Schools in which Space Accommodation is described as		
	Good.	Middling.	Bad.
1890. . . .	6,505	1,328	431
1900. . . .	7,163	1,031	468
	Increase 658.	Decrease 297.	Increase 4.

From these tables it is obvious that the progress being made towards providing good school accommodation is slow, notwithstanding the considerable sum allowed annually by the Government and

expended upon buildings. The new building seems to do little more than compensate for wear and tear. The number of school-houses described as bad actually *increased* considerably within the decade referred to, and although some allowance may be made for a probable rise in the standard of the Inspectors in the interval, the increase in this return of bad schools is to be deplored, and the existence of 701 bad school-houses must be deemed a very serious defect, claiming special attention.

In the following tabulation I give the numbers of school premises vested in the Commissioners, vested in local trustees, and non-vested as returned at the end of 1890 and of 1900. These numbers, I should observe, include some buildings not actually in use at the time.

Year.	NO. OF SCHOOLS ON LIST.		
	Vested in Commissioners.	Vested in Local Trustees.	Non-Vested.
1890.	903	2,146	5,546
1900.	1,073	2,917	5,102
	Increase of 89.	Increase of 771.	Decrease of 333.

From this table it will be seen that about 56 per cent. of the school buildings are non-vested, and have therefore been provided and maintained from local resources exclusively. About one-third of all the school buildings are vested in local trustees, and these also are *maintained* from local resources exclusively. When these facts are kept in view, and when it is considered that the managers are dependent entirely on *voluntary* aid for the maintenance of these school-houses, the quality and condition of the buildings seem to me to be, on the whole, creditable to those who take an interest in popular education in Ireland, and to the people generally; but there remains much to be done before our school-houses will be pronounced "up-to-date" by educationists. A considerable amount of additional accommodation will be required for the effective carrying out of the provisions of the Revised Programme. The sanitary arrangements, although being gradually improved, are still very defective.

I proceed to quote extracts from the reports of Inspectors bearing on the topic of supply of school accommodation.

S. E. STRONG, Esq. :—

"The school-houses, with some exceptions, are only moderately suitable—not, indeed, such large and costly buildings as are met with in Great Britain, but plain, solid, substantial houses, consisting, in rural districts, of one or two rooms, providing sufficient accommodation for the attendance. The great majority of these houses have been built not by grants from the public funds, but by local effort. Few of them—even including those built in part at the public expense, under the supervision of the Board of Works—have any pretensions to architecture—a plain, low house, with two side walls and two gables surmounted by chimneys, a door, and one or two windows in front, and in the opposite side wall two windows

Dublin (3)
Circuit.

**SUPPLY OF
SCHOOL
ACCOMMODA-
TION.**

Dublin (2)
Circuit.

more. Everything is plain and cheap—as plain and as cheap as a house can be built. There is no ornamental work of any kind. If a wall surrounds the building and playground, the wall is also plain and cheap; with round, smooth top, also devoid of ornament. Yet the children are to acquire taste and culture by looking daily at such specimens of art. Though the majority of the schools in the country are such as I have described, there are, I am glad to say, exceptions. The Convent schools are usually built according to the managers' plans, and are often handsome and imposing buildings. Again, the managers of other schools often prefer a plan of their own, instead of the barn-like plans of the Board of Works; and though this plan involves a larger outlay, yet the manager chooses rather to sacrifice his money than his taste."

DR. ALEXANDER:—

Cork (1)
Circuit.

"In the great majority of cases I found the schools were well warmed and lighted, and kept neat and clean. The amount of time available for incidental visits was too limited to afford me sufficient opportunities for forming an opinion as to whether this was their normal condition. Sufficient attention is not paid to the exterior and surroundings of the school-houses. Too often they have a dirty, neglected appearance on the outside. Little care, too, is taken of the school plots; it is very exceptional to find any attempt made to give them a neat or tasteful appearance."

DR. SKEFFINGTON:—

Waterford
Circuit.

"In several cases, chiefly of old houses, the buildings, appurtenances, premises, &c., are much behind modern requirements; but in most of such cases grants are sought for new buildings, as at Kilmacow, Dunkitt, Portlaw Convent, Ballyduff (2), Ballysaggart, Clonpriest, Ballycotton; and new buildings are in progress at other places.

"Managers complain that the scale of grants is inadequate for present rates of wages, and in some cases it has been difficult to get contractors for the work. In some places materials have to be brought far.

"The keeping of school-rooms clean generally falls to the teachers; and often, too, the keeping of the out-offices, which is not desirable.

"Fuel is in many cases provided by pupils and teacher jointly, but in several cases by managers. Heating is indeed too often imperfect, partly from the position of firegrates and partly from limitation of fuel.

"Some local provision on a well-established footing for the cleansing of schools, provision of fuel, &c., seems highly desirable. Teachers should not be expected to incur such expense."

MR. HYNES:—

Killarney
Circuit.

"In no part of Ireland with which I am acquainted is the school accommodation more satisfactory than in Kerry. In the Killarney section of this Circuit, of which for the present I have direct charge, a large majority of the houses are vested in the Commissioners, which means that they have been mainly built at the cost of the State, are repaired solely out of public funds, and that they are very suitable as regards structure, furniture, and equipment. There are two points, how-

ever, in which nearly all these buildings admit of great improvement, viz., the windows and the fire-places. New fangled windows with complicated fasteners, which work smoothly enough when new, but are extremely liable to get out of order, and in fact are rarely seen in order after the first few months, have been introduced. They are very troublesome, in many cases difficult to clean, and must, I think, be a fruitful source of expense in the way of repairs. The old style of window, both sashes suspended by pulleys and weights and admitting of being raised and lowered, was far better, ensured more effective ventilation, and reduced the trouble of clearing and the liability to go wrong to a minimum. Why it was abandoned, I find it hard to conjecture. Again, the fire-places are most wasteful—huge grates and chimneys, so constructed that by far the greater part of the heat goes up the flue. In times when fuel was cheap these were bad enough, but nowadays they are intolerable. They should be replaced by some inexpensive kind of slow combustion grate or stove.”

SUPPLY OF
SCHOOL
ACCOMMODA-
TION,
Killarney
Circuit.

Mr. Cox :—

Whilst the space accommodation—eight square feet per pupil—is generally adequate, I do not consider that there is sufficient seating accommodation in the desks. In the newer schools the furniture is of a good type, but in the long-established schools it is of an obsolete kind and should, in most instances, be replaced by more modern arrangements, particularly if the new code is to be satisfactorily carried out. I have found in my examinations under the New Programme, that the limited desk accommodation creates a considerable difficulty in getting through the work.

Galway
Circuit.

“Sanitation and heating do not receive proper attention. In summer, ventilation is overlooked; in winter, the rooms are not properly heated. During the recent and present bitter weather, I have found some schools wretchedly cold.

“Floors are hardly ever scrubbed, though the usual plan of sprinkling water and then brushing is clearly ineffective.

“Out-offices are not kept in such a state as to show that they fulfil one part of their purpose—the forming of habits of decency. To this end a lower seat for small children is very desirable.”

Mr. McELWAIN :—

“The school accommodation is in general good, and in many cases the school space is much in excess of the attendance.

Ballinasloe
Circuit.

“The school-houses are being gradually, though slowly, improved. There are still unsuitable houses in the section, but I believe that some of these will soon be replaced by new school-houses.

“The school furniture and equipment vary with the character of the premises. Generally they may be described as ‘fair.’ There is a number of schools in which they are bad, but the tendency is towards improvement.”

Mr. HEADEN, Senior Inspector :—

“With one exception, the accommodation afforded by the rural schools is quite ample and suitably distributed for present and prospective purposes. This is not so with the city schools; they are all more or less overcrowded, and this circumstance, combined with the fact that the playground is generally of small dimensions, renders sanitation a difficult problem to deal with,

Portlannington
Circuit and
Dublin Dis-
trict.

**SUPPLY OF
SCHOOL
ACCOMMODA-
TION.**

Portarlington
Circuit and
Dublin Dis-
trict.

"No finer water system exists in the world perhaps than in Dublin, so that one might expect to find attached, as a matter of course, to every school in the city, a fully-equipped lavatory and well-flushed out-offices, always clean and in good order. In all the Convent schools these matters are admirably attended to, and in a few other schools as well; but there are many in which the only substitute for a lavatory is a tap, generally in a corner, with sloppy surroundings, and in some cases the out-offices are not maintained in that condition of order and cleanliness which health requires.

"The accommodation is ample; it is also suitably distributed. The population is sparse and thin in parts, but the schools are well placed and conveniently accessible to the children attending them. With five exceptions the school buildings are good and maintained in efficient repair; all are furnished with out-offices, except one, and the school furniture is satisfactory on the whole. Seating accommodation is provided for all pupils in attendance, except in the case of five schools; and in every school except nine I am pleased to report that either a lavatory has been constructed or an arrangement of basin, water, towel, and soap provided.

"The heating of the schools during winter is well attended to, the expenses, as a rule, being defrayed by the subscriptions of the children, supplemented by the teacher. There are many cases, however, in which the manager, out of parish funds or from his own pocket, provides liberally for this expense. Some of them, however, regard it as the teacher's duty to whitewash the school, keep the windows in order, and provide, by subscription or otherwise, the fuel necessary for heating the school in winter. As a conspicuous example of the liberality which some managers extend to their schools, I may mention the Very Rev. Monsignor Burke, P.P., Bagnalstown, who expended on the five schools of his parish within the past two years the large sum of £431 10s. 1d.; and this is exclusive of more than £250 expended by the nuns in Bagnalstown on improvements in their Convent schools within the past twelve months."

Mr. M'CLINTOCK, Senior Inspector:—

Castlebar
Circuit.

"In Kilkenny district there are many non-vested schools. In Mayo nearly all the schools are vested, those vested in trustees largely predominating. The most inferior of the non-vested schools are gradually being replaced by vested structures. The schools vested in the Commissioners are kept in sound repair; those vested in trustees too often bear evidence of neglect in this respect. The majority of the non-vested houses are old; and some of them have become quite unfit for school purposes.

"The playgrounds are, as a rule, ill-suited for effective instruction in open-air Physical Drill. The surface has been nearly always left rough, uneven, and without a proper coating of gravel, or the like. They are consequently in a muddy condition in wet weather, and badly fitted at all times for marching and other exercises, which require regular arrangement with simultaneous movement on the part of a number of individuals."

Mr. SMITH:—

Cork (2)
Circuit.

"It oftentimes happens that one desiderates improvements and expenditures that would work well for the general weal but are slow in coming, but managers, for the most part, have so many calls upon

their resources that what may seem very desirable and necessary improvements, dwarf into insignificance in the presence of stronger claims, and they have to deal with people who are not blessed with a superabundance of this world's goods. In the schools which have been under my supervision during the past year, managers have, as a rule, visited frequently and shown a practical interest in their working. Other local interest in the welfare of schools may be returned as practically nil; the manager—in most instances the parish priest or the rector—is the embodiment of local interest, which assumes no other form. In a few rare instances gifts of fuel have been received from generous benefactors."

SUPPLY OF
SCHOOL
ACCOMMODA-
TION.
Cork (2)
Circuit.

Mr. W. A. BROWN:—

"There was but little ground for complaint in the condition of the houses and rooms in the Leinster schools. It is not possible to speak so favourably of those visited in the Munster counties. The cleaning of floors and walls is not thoroughly done in a large proportion, and even vested school-houses have, in several cases, been neglected for years. It deserves to be considered whether the repairing of all vested houses ought not to be undertaken by the Board of Works. If the managers would inspect them annually and make good damage and wear and tear as they arise, the expenditure would not be great, but taking things as they are, there is not likely to be a satisfactory state of repair from any other than public funds.

Clonmel
Circuit.

"I believe that in a considerable number of cases the supply of fuel is not sufficient. For this the parents of the pupils are chiefly responsible; though, as I have often said to teachers, there appears to be little doubt that more money might easily be obtained for all school purposes if there was better organisation. The need is constant; the demand is spasmodic. Systematic effort is the key note to better results in all the teacher's work."

Mr. DALTON:—

"The houses vested in the Commissioners are kept in good order by the Board of Works. The school-houses vested in Trustees look well enough for a few years after being built; but with the lapse of some ten or twelve years they exhibit, in most cases, well-marked signs of wear and tear. No regular provision exists for keeping schools of this class in repair. If the walls were regularly coloured, and the windows, doors, and woodwork painted at reasonable intervals, these houses could be kept in serviceable condition for a long term of years. By the adoption, moreover, of the time-honoured principle of 'a stitch in time,' a trifling annual outlay should suffice. As things are managed, however, too many of these buildings are allowed to wear a weather-beaten appearance, and to pass from one stage of shabbiness and of uncomfortableness to another, without any serious attempt being made to check the ravages of time and climate.

Limerick
Circuit.

"The non-vested school-houses are rarely in a satisfactory state of repair, and many of them are in a very unsatisfactory state."

Mr. NICHOLLS:—

"There has been a gradual improvement in school accommodation by the repairing of old buildings and the erection of new ones. Much,

Portarlington
Circuit.

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SCHOOL
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TION.**

**Portarlington
Circuit.**

however, still remains to be done. The following schools in particular are crowded to an extent injurious alike to health and to their success as educational institutions:—Gazebo Boys and Girls, Ben-netsbridge; St. Canice's Infants, Castlejordan Boys and Girls, and Mount Bolus, Girls. And in other cases, though there is not crowding, the buildings are very bad, as in Clonard, Ballycowan, Kilmagh, and Foxrock Boys and Girls."

Mr. CONNELLY:—

**Dublin (2)
Circuit and
Dungannon
District.**

"The houses afford ample accommodation and, indeed, are to be found in too many places. Their appearance, furniture, and equipments are not very imposing. They are always provided with a fireplace or stove, which does something to reduce discomfort. They are not unhealthy. They cannot exactly be described as cheerless but they show the minimum of attractiveness, and would not lead a stranger to believe that those who originally interested themselves in their erection were actuated by large and generous views as to the material conditions under which primary education should be carried on. There are, of course, exceptions which stand out, partly because of their scarcity and partly on their own merits. In Dungannon and Cookstown the structures are commodious and well built, and, in a few instances, imposing—noticeably so the two Convent buildings of the Sisters of Mercy, which are lofty, spacious, well lighted, and well appointed. The schools under Presbyterian management in Dungannon, and those under Episcopalian management in Cookstown, are likewise large and suitable, and there are some others.

"It is greatly to be desired that the buildings and appurtenances should be looked after and improved."

Mr. WORSLEY:—

**Ballinasloe
Circuit.**

"The number of schools is adequate to local needs. The great majority of the school-houses are either good or fair; comparatively few are bad. In a considerable number of cases, however, the premises are either poor or only middling, while, in a few cases, there are no premises attached. The accommodation in the schools is, with very few exceptions, sufficient for the attendance. The furniture and equipment is, in many cases, either poor or of only moderate description, though usually it is of a satisfactory character. The sanitary arrangements are generally adequate. The schools are, with very few exceptions, supplied with out-offices."

Mr. CROMIE:—

**Cork (2)
Circuit.**

"In both districts (Birr and Bantry) there is sufficient accommodation for the pupils, and the schools, as a rule, are situated so as to obviate the necessity of children having to walk long distances to school. The furniture in the schools in the Birr district was not often bad, but it was seldom new or constructed on the most modern principles, except in the Convent schools, which were excellently equipped in all respects. Similar remarks apply to the houses (mainly non-vested buildings) which, except in comparatively few instances, were neither so bad as to be condemned absolutely nor so good as to give entire satisfaction. In the Bantry district I find that the schools round or near the town of Bantry, and in the Goleen

and Durrus parishes, are badly built and in poor repair—that is, with a few exceptions. The parish priests of Goleen and Durrus, however, are energetic men, and they have already commenced to build new schools, and I expect that in a few years' time both parishes will be abreast of modern requirements. As a rule attention is paid to sanitation and heating.

SECTY OF
SCHOOL
ACCOMMODA-
TION.
Cork (2)
Circuit.

Mr. O'REILLY:—

"The majority of the schools in the district are vested, and having been erected within a comparatively recent period, are still in a good state of preservation. For ordinary subjects the space they afford is adequate. They are, as a rule, too small for any form of drill, beyond arm, body, or combination exercises. The desks, galleries, presses, and forms are of the type approved by the Board, and suit their purpose admirably. The school space is judiciously distributed for draft and desk work. A few instances are to be found in which the desks encroach too much upon the draft space, and a fewer still in which the desk accommodation is inadequate and the draft space in great excess."

Castletar
Circuit.

Mr. O'RIORDAN:—

"The school accommodation is of a respectable description so far as floor space is concerned, but an addition to it will be desirable when the teachers become qualified to teach the various subjects of the New Programme."

Clonmel
Circuit.

"School space is very fairly distributed as compared with attendance, furniture, and equipment. The bipartite system is followed in most of the schools for the greater number of subjects, half the pupils sitting while the other half are standing."

"Many of the school-houses are old buildings, not too well constructed; still, they are kept in pretty good repair. The premises attached to these are rather limited, the out-offices are barely tolerable, and the ventilation and heating are defective."

Mr. DICKIE:—

"The school accommodation in District 29 may be described as ample. Most of the buildings were erected thirty or forty years ago, when the population of the district was very much larger, and now the school attendance is not sufficient to fill them. Cases are numerous where a small mixed school is found located in a single compartment of what was formerly two large and flourishing schools. The disused rooms in most cases are rapidly becoming dilapidated."

Dublin (2)
Circuit.

"In general the condition of the school-houses in use leave little to be desired. Painting and lime-washing may sometimes be too long delayed, but no serious disrepair is allowed to exist, and, except in a very poor portion of the district, I have found local parties quite willing to remedy defects."

"Out-offices are almost always provided, but frequently these are not kept sufficiently clean."

"The furniture is, on the whole, good and modern, but, of course, suited for the older methods of school organisation, under which sitting accommodation was only needed for one-half or, at most, two-thirds of the pupils at the same time."

SUPPLY OF
SCHOOL
ACCOMMODA-
TION.
Limerick
Circuit.

Mr. NEWELL:—

"As regards the buildings in which the work of teaching is carried on, I have to report that nearly all are, in the main, satisfactory. Walls and roof are usually sound; space is generally ample; furniture is seldom insufficient; lighting is almost invariably good. There are, of course, some cases (perhaps 5 per cent. of the entire number) where the buildings are bad. For these there is only one remedy, the erection of new ones. In a very large number of cases also the appearance of the school-room should receive more attention. It is often bare and discoloured, and indicative of a want of neatness and taste on the part of the teacher. The premises, too, are frequently allowed to wear a very neglected look, possessing neither walks, shrubs, nor flowers. Some improvement is being effected in both respects, but the progress is rather slow. Teachers often plead, as regards the neglected condition of the premises, the distance of their own residences from the schools. They say that as they do not live close at hand anything done by them in the way of making walks, planting, &c., would be soon undone by mischievous passers-by. This, however, is true only to a limited extent, and would not, of course, hold at all as regards anything done to improve the interior of the school-rooms.

"Heating is another matter that requires increased attention. In many cases, even where bogs are quite convenient, the supply of turf is far from satisfactory. Teachers are a good deal to blame for this, but parents also have not a little to account for in the matter. They frequently consider they are conferring a great favour on the teachers by even sending their children to school, and can hardly realise that it is necessary or reasonable that they should help to supply fuel also."

Mr. M'ALISTER:—

Waterford
Circuit.

"Ten schools I found—in point of structural condition or general state of repair—of a most unsuitable character. Applications for a grant in aid of the erection of vested houses have been made by the managers of five of these. In some of the remaining schools (118) increased accommodation, better lighting, more perfect ventilation, the erection of more sanitary offices, newer furniture, &c., are required to satisfy the demand of the educational ideal of to-day; but in few cases are the defects so serious as to necessitate official action. Prior to the issue of the present programme, a lavatory did not appear to many managers or teachers necessary on hygienic grounds. Within the last few months lavatories have been erected in most of the Convent schools, and, in a considerable number of the Ordinary schools, 'facilities for personal cleanliness of pupils' have been provided—serviceable, if somewhat rough and ready."

Mr. FITZPATRICK:—

Killarney
Circuit.

"In the case of most of the schools which I have visited, the first impression made on the visitor is decidedly unfavourable. Neglect and want of taste are betokened by the appearance of both school-house and premises.

"Some of the houses are new and substantial buildings, but even in such cases a little taste on the part of the persons concerned would make a vast difference. Whitewash is seen to be badly needed: broken panes are in evidence; and, in some cases, it has been deemed

preferable to board up the windows rather than incur the expense of putting them in proper repair. Outside, the boundary wall is often more or less dilapidated; the yard is overgrown with grass and nettles—in some cases with briars also—and worn bare in patches where the pupils play. In not a few instances it is to be seen covered with deep mud or partially flooded with water, owing to want of proper drainage. Seldom are there neat walks to be seen, or is an attempt made to improve the appearance of the premises by planting shrubs or flowers. At all my visits I have called attention to this defect, but in only two cases so far has anything been done in deference to my representations. The climate of this country is mild and well adapted to the growth of flowers and shrubs, so that there would be no difficulty in their culture if zeal and taste were not lacking.

SUPPLY OF
SCHOOL
ACCOMMODA-
TION.
Kilbarney
Circuit.

"Several of the school-houses are unworthy of the purpose they were intended to subserve. In the parish of Tralee alone there are six schools which barely satisfy the minimum requirements necessary to secure their continued recognition by the National Board. The manager is about to replace two of them by new buildings, so that he is not insensible to the need for improvement in this respect."

MR. COYNE:—

"So far as space is concerned, ample accommodation exists in all the schools; when they were built the numbers of school-going children were greater than at present. Six school-houses may be described as bad, and should be superseded by new buildings; the rest are good or fair, some of them, of course, requiring more or less extensive repairs.

Cork (1)
Circuit.

"During the winter, fires are kept burning, the pupils in the country districts bringing turf—the principal fuel—to the schools; while in the case of the town schools, the cost of fuel is defrayed by the managers, assisted by contributions from the parents of the pupils.

"The school furniture is, in most cases, good or fairly satisfactory.

"There are twelve or thirteen schools without out-offices, four mixed schools provided with only one out-office, about fourteen mixed schools in the case of which either there is a common approach to the offices for the sexes or these offices are not properly separated, about ten schools of which the out-offices are too near the school-buildings, and about fourteen of which the out-offices are small, unsuitable structures."

MR. HUGHES:—

"Owing to the decrease of population in the country districts, either from emigration or the drift towards the towns, there is, broadly speaking, ample accommodation in the rural schools, but in the city and town schools there is very often overcrowding.

Limerick
Circuit.

"In some schools recently erected, the want of proper class-rooms is a noticeable feature. The whole space is devoted to one large room, in which the teacher finds it very difficult to carry on the work of the different standards. These are evidently built with a view to utilising them for public meetings, Sunday schools, &c., and are not nearly so useful for educational purposes as their imposing appearance would lead one to expect.

"As a general rule, the furniture and equipment of vested schools is fairly good; but in non-vested schools they are far from being

SUPPLY OF
SCHOOL
ACCOMMODA-
TION.Limerick
Circuit.

satisfactory. This arises from want of local funds, and, in some cases, from the indifference of managers. In such schools, if the teacher is efficient and painstaking, he has unfortunately to bear most of the expense of putting his school into working order.

"Although in both districts some new buildings are erected annually, yet a great deal more must be done before the many old and unsuitable school-houses disappear. The same may be said of the premises. In the new buildings they are satisfactory, but in the old they are often inadequate or entirely wanting.

"In towns where the local authorities are active and sensible of their duties in this respect, the sanitation of the schools has been very much improved, and may be regarded as having reached the modern standard. But this very important matter has been sadly neglected in the planning and erection of the majority of the country and village schools.

"As the cost of heating most of the schools falls on the teacher, or the parents of the pupils, this very important matter in our damp climate is often neglected. The parents, having received free education for their children, consider themselves ill-used if they are asked to pay a few pence to provide fires for the school. The manager, as a rule, will not meddle in the matter, and unless the teacher provide fuel the school remains without a fire."

Mr. CUSSEN:—

Cork (2)
Circuit.

"The accommodation is as a rule good, most of the schools being vested. There are several unsuitable houses in North-west Cork. In these the furniture is poor also, but in the other schools it is very fair.

"The buildings not vested in the Commissioners are not repaired systematically, the usual practice being to do nothing until some glaring defect is manifested. Little attention is paid to the general appearance and neatness of the schools. As a rule, the houses are lofty and fairly well ventilated, but periodical cleaning and lime-washing are not usual.

"The arrangements for heating are, in many cases, very inadequate."

Mr. M'ENERY:—

Clongmel
Circuit.

"On the basis of eight square feet of ground-space per pupil, the schools, generally speaking, provide ample accommodation for their respective attendances, but as regards the quality of that accommodation, there is still room for much improvement. From the commodious and well-planned modern school-houses there is a long descending scale ending in buildings which are very wretched, and which have long since outlived their usefulness. In many cases, owing to defects in the plans, the shapes of the rooms are unsuitable for the easy manipulation of large numbers of pupils. The local authorities heretofore considered any building that afforded more or less complete shelter from the rain, sun, and wind, a tolerably fair school-house. Consequently there are still to be found several bad buildings—open to the rafters, with chinked walls and roofs, dingy and dirty within, and devoid of almost everything which would render school work pleasant. At least twenty of the schools which I have visited up to the present in the Templemore District, and perhaps eight of those in the Ennis District, would belong to this category, being, from every point of view, quite unfit for

school purposes. Indeed, so far as my experience of the Templemore District goes, I have no hesitation in stating that it lags far behind the times in the matter of suitable school-houses. The work of building new schools, however, goes on from year to year, though, it must be said, somewhat slowly. In the year 1901 the following vested new schools came into operation, viz.:—Cloney Male and Female National Schools, Kildysart Male and Female National Schools, Kilrush No. 1 National School, and Cahirmurphy National School in the Ennis District, and Ballingarry Convent National School in the Templemore District; whilst Counolly Male and Female vested building in the former district, and Garnakilka and Turraheen vested buildings in the latter district, are now almost fit for occupation. In a few other cases where the accommodation proved inadequate, grants were given by the Commissioners towards the erection of class-rooms.

SUPPLY OF
SCHOOL
ACCOMMODA-
TION.

Clonmel
Circuit
and Ennis
District.

"Several times during the past year I had to call attention to the unscrubbed state of floors, to the bad ventilation of the rooms, to defective sanitary arrangements, and to the untidy state of the school premises. If school-rooms are not kept well ventilated, heated and lighted, injurious effects are likely to be produced on the physical health, as well as on the mental development, of the children, which may have serious consequences in after life. The absence of suitable out-offices is a serious drawback to several schools, and another grave defect often met with is want of playground. Frequently the walls of the school-rooms stand badly in need of whitewashing, and the woodwork, of painting. There are teachers who deem it a sufficient reply to an Inspector's complaint of want of cleanliness at his visit, to assure him that their schools were thoroughly cleaned at last midsummer holiday time. On the other hand, there are several schools to be met with where cleanliness reigns, and where window-flowers and wall decorations give a pleasing air of comfort and cheerfulness to the rooms.

"The school furniture is often very poor in quality and even insufficient in quantity. Better desks, larger blackboards, and more globes and diagrams are frequently very desirable. A general lack of Kindergarten, Cookery, and Elementary Science apparatus is also very prevalent, but these, I understand, are to be provided as soon as the teachers are trained in said branches."

Mr. P. J. FITZGERALD:—

"The school accommodation provided in the Millstreet and Enniscorthy districts is, for the most part, adequate. The old and unsuitable schools are year by year diminishing. Returns were supplied to you in the early part of last year, setting forth the names of the schools that were wholly unsuitable, or such as needed enlargement and improvement to fit them for their purpose. The number for Millstreet district bore a very small proportion to the total number of schools. I have seen only two absolutely unsuitable schools in Enniscorthy district, and both of these will be replaced by new schools very soon.

Waterford
Circuit and
Mill-street
District.

"The schools are, as a rule, properly heated during winter. The funds are, for the most part, collected in shillings and sixpences from the children, about a third of whom subscribe. These subscriptions are supplemented by the teachers. In some cases the managers provide the fuel, and in the case of schools under Protestant management, a fund is raised from the parents.

SUPPLY OF
SCHOOL
ACCOMMODA-
TION.

Waterford
Circuit.

"Whitewashing is done annually, sometimes oftener. The schools are regularly swept, but the dusting is not so regularly attended to. The walls, maps, and charts often have accumulations which, of course, in a damp atmosphere, hasten the decay of these articles. It is only in a very small proportion of the schools that the floors are scrubbed periodically."

Mr. WELPLY:—

Killarney
Circuit.

"The greater number of the schools visited and examined afforded suitable accommodation for the pupils in attendance, and were fairly well furnished, but, as a rule, even where the average commanded the services of an assistant teacher, they were without classrooms. Here and there, of course, school-houses still exist which are nothing but an eyesore, and are quite unfitted for the purpose of education. The condition of the school premises in all but a few isolated cases, showed want of taste on the part of the teachers, very few attempts to cultivate flowers and shrubs having been made. In a great many cases I have been able to impress upon the teachers the value of adorning the school plot, and in some cases I was pleased to observe, on re-visiting the schools, that my suggestions had begun to bear fruit."

Mr. LYNAM, District Inspector:—

Cork (1)
Circuit and
Templemore
District.

"With very few exceptions, the floor space is quite sufficient for the number of pupils in attendance. In almost every case there is desk accommodation for at least half the pupils; but in only a few schools can all the pupils be seated at the same time. The teaching equipment is usually quite sufficient for teaching all the ordinary subjects, and where insufficient, I generally found it easy to get it supplied. In no school have I found an equipment sufficient to teach a full course of Hand-and-Eye training or Elementary Science. In the Templemore district a large number of schools were not in good repair, and nearly one-half had not out-offices. In the Cork district the condition of the school-houses and premises is generally very good as regards repair. There is generally a complete absence of any display of taste in the interior or exterior of the schools; but this defect is already being remedied under the influence of the Revised Programme. The heating of the school is almost always provided for by means of subscriptions from the pupils, supplemented in many cases from the teacher's own resources."

Mr. MACMILLAN:—

Castlebar
Circuit.

"The district is well supplied with schools which are, in the great majority of cases, vested houses built within recent years, and which afford sufficient accommodation for the attendance. Three very wretched school-houses have during the year been replaced by new vested buildings; several of the same kind still exist, but in all cases steps have been taken towards the erection of new schools, and in some, building operations have been commenced or advanced."

"The houses are generally in good repair, though small defects are often allowed to remain unattended to, and the need of a little paint is often very conspicuous. In a number of schools the rooms are rendered more bright and cheerful by the aid of coloured prints, and by growing flowers in boxes or pots in the windows."

"The importance of proper ventilation does not appear to be duly appreciated by some teachers. I have often been surprised to find the fresh air so carefully excluded in some schools that not merely

are all the windows kept closed, but even the ventilating shafts are stopped up; the air at times gets exceedingly foul, and is, of course, injurious to both teachers and pupils.

"Turf is the universal fuel throughout the district; it has the disadvantage of kindling slowly, so that the room is often little heated, even at 11 o'clock. Sometimes, too, the supply brought in by the pupils in the morning is insufficient for the whole day, and the room grows chilly again before the pupils are dismissed."

SUPPLY OF
SCHOOL
ACCOMMODA-
TION.
Castlebar
Circuit.

Mr. BRADSHAW:—

"The accommodation in 108 schools is good, in fourteen, middling, in eleven, bad. Of the buildings themselves, ninety-five are good, twenty-seven middling, and eleven bad. The vested schools are, with one or two exceptions, substantial and commodious houses, well suited in general for school purposes, but a number of the non-vested schools are defective as regards accommodation, sanitation, and equipment. Twenty-eight are not provided with out-offices, and in eighteen cases there are no playgrounds attached."

Portlarnington
Circuit.

"The managers are anxious to improve the schools, but their efforts are impeded through lack of funds or difficulty in procuring eligible sites."

"The existing arrangements for heating the schools are not satisfactory. The fuel—usually turf—is in part provided by the parents, but the supply is often insufficient, and the deficit has in many cases to be made up by the teacher."

Mr. MULLANY:—

"The schools are generally substantial, well-built structures, and only four or five might really be classed as unsuitable. Here, too, a healthy activity prevails. Extensive repairs are being effected at Ballynalacken National Schools, and the energy of the Very Rev. Dr. M'Inerney, F.R., V.G., has raised a handsome brick and stone edifice to replace the time-honoured Killaloe Male National School. The schools at Scariff, Ballycorney, and Tawin Island require repair or reconstruction. Fuel, if for the most part providing only the familiar turf fire, is cheap and abundant."

Galway
Circuit.

"At Kinvara Convent it is intended to erect new buildings, to relieve the congestion due to a very large attendance. The five Convent schools of the district are models in respect of neatness, good taste, and comfort."

Mr. MANGAN:—

"The accommodation, except in a few old houses, was sufficient for the attendance. The furniture and equipment in most of the schools was fair."

Ballinasloe
Circuit.

More attention should be paid, especially in the poorer localities, to ventilation and heating. The school-rooms should be kept more tidily and be made more attractive than is generally done."

ATTENDANCE.

From all sides come regretful reports of a declining attendance of pupils. This is ascribed mainly to the decrease of population. The decrease of attendance is larger proportionately than the decrease of population, because not only are there fewer children in the country, but a larger proportion of the children are kept away from school to assist at farming and domestic work in order to supply the place of adults who have emigrated.

ATTENDANCE.

ATTENDANCE. Under this head the Inspectors have reported as follows:—

Dublin (2) Circuit. Mr. STRONGE, Senior Inspector:—

"During the last three years the provisions of the Act of 1892 have been put into force in the city of Dublin, and by a few districts elsewhere, with the following results:—

"The attendance of those who are within the limits of age prescribed by the Act is somewhat more regular and steady, *i.e.*, three days' attendance per week at least, frequently four, and occasionally five. Those whose ages exceed the upper limit attend more irregularly than before the passing of the Act, and indeed generally when they reach their fourteenth birthday, or have passed the programme of Fourth Standard, they cease to attend altogether. No change has occurred in the attendance of those who are under the minimum limit of age. Now, as in the past, these very young children in the towns are sent in many cases to school, not so much for the purpose of learning, as to provide a home for them during the working hours of the day. When the school hours for so young children were very properly reduced, the parents very often insisted on their children being retained in school till 3 o'clock, and not sent home earlier."

Dr. SKEFFINGTON, Senior Inspector:—

Waterford Circuit.

"In rural schools the attendance has decreased in most cases, and even the town schools do no more than hold their own, notwithstanding the action of Compulsory Attendance Committees. Compulsion seems to have striking effects when first introduced, but it appears there are so many ways of evading its provisions, that it soon loses its terrors for truants; and, on the other hand, its limits of six and fourteen years of age become looked on as marking the proper school period."

Mr. HYNES, Senior Inspector:—

Killarney Circuit.

"During the past year the attendance has, as a rule, been on the decline, but this has been mainly owing to the prevalence of sickness. Epidemics of measles (in some cases of a very virulent type), whooping cough, scarlatina, &c., have been unusually frequent. The Compulsory Clauses of the Irish Education Act, 1892, are not in force in any part of the Killarney section of the circuit, and I do not believe that their enforcement would produce any appreciable benefit there. The people in general are keenly alive to the advantages of education. Poverty and domestic necessity are, in my opinion, the chief obstacles in the way of regularity of attendance. Except in remote or inaccessible localities, the children in most cases are sent to school at the earliest age (three years) at which they are admissible, and it is quite usual to find them on rolls up to fifteen."

Mr. COX, Senior Inspector:—

Galway Circuit and Coleraine District.

"The entire district, of which Coleraine was the centre, was brought under the operation of the Compulsory Attendance Act, and the attendance was becoming more regular. In my present district the Act does not apply, and the attendance is not satisfactory; indeed, I fear that it is becoming less regular. Some stimulus is required to replace that which was afforded under the Results system."

"As regards age: children are now sent to school at the earliest age at which they can be admitted, but it seems that they now leave at an earlier age than formerly; in the country districts their help is badly wanted for farm work."

Mr. M'ELWAIN, Senior Inspector:—

"The general tendency of the attendance is towards decrease. This applies to District 10, in which I spent the first half of 1901, as well as to the part of this circuit (Roscommon), of which I have had experience. Many schools have shrunk in attendance.

"The explanation is to be found in the drift of the agricultural population, especially labourers, to towns. I found a second cause in this circuit, which was given to me in localities and by persons unconnected with one another, viz., that people are not marrying at so early an age as they did formerly.

"Regularity of attendance of pupils is anything but satisfactory.

"Children come to school at an early age, as in former years—three, four, or five—but I am of opinion that pupils do not remain at school so long as they did a number of years ago.

"In District 10, I believed that the tendency of the Compulsory Attendance Act was to lower the age at which pupils left school, as the Act set up a standard of age or qualification according to which pupils were supposed to be qualified for leaving."

Mr. HEADEN, Senior Inspector:—

"The attendance has sensibly decreased during the interval from December, 1899, to December, 1901. Decrease in population is the cause assigned by managers and teachers in the majority of cases. In a few cases it has arisen from the more extensive employment of child labour, especially in turf-making districts.

"The consensus of the managers throughout the district is against the extension of compulsory attendance to rural, but in favour of it in urban localities."

Mr. SMITH, Senior Inspector:—

"In point of attendance, the city schools hold well their own as compared with last year. The falling away of our rural population is much felt in country schools, where assistants are dropping off."

Mr. W. A. BROWN, Senior Inspector:—

"There has been a slight falling off in the average attendance.

"In County Tipperary the children remain at school to the age of about fifteen. It is not unusual to find girls of sixteen in many of the schools. The absence of tillage and the comfortable circumstances of the parents are the explanation."

Mr. DALTON, Senior Inspector:—

"The character of the attendance throughout the circuit is everywhere unsatisfactory. Irregularity of attendance is as marked and as detrimental to the welfare of the schools as it ever was. Managers and teachers look to compulsion as the only remedy for this regrettable state of things.

"The higher standards are becoming depleted by the withdrawal from school of the grown boys and girls, as soon as they become strong enough to take part at farm work, or to help about the house at home.

"There are school areas, even whole parishes, within the circuit from which the entire labouring population has practically disappeared.

"Where people are engaged—as they are in many parts of Clare and of West Limerick—in the manufacture and sale of turf as a regular means of livelihood, the lowest and most debilitated condi-

ATTENDANCE.

Ballinasloe
Circuit and
Newtownards
or No. 10
District.

Portarlington
Circuit.

Cork (2)
Circuit.

Chunnel
Circuit.

Limerick
Circuit.

ATTENDANCE,
Limerick
Circuit.

tion of school life is reached. I have found schools so circumstanced in which the centesimal proportion of pupils on rolls fell below 50 per cent."

Galway
Circuit.

Mr. LEHANE, Inspector specially in charge of instruction in Irish:—

"The attendance of pupils continues irregular and is, I believe, falling. The fall in attendance is probably due to a fall in the population, though the fact that pupils are not now required as an essential to examination, and subsequent promotion, to make a certain minimum number of attendances in the year, as formerly, may have something to do with it. The Compulsory Attendance law is in force only in the town of Galway, where, I am of opinion, its effect is beneficial.

"Special local causes tend to irregularity of attendance. The principal cause is the poverty of the children; they are, in many instances, so poorly clad that they cannot go to school. This is particularly the case with the infants during the winter months.

"In a few exceptional cases irregular attendance is due to the nature of the country. Swollen, unbridged, mountain torrents, and rough weather, often prevent children from crossing rivers and arms of the sea in order to reach school. In addition to these, there are causes tending to irregularity similar, or corresponding, to causes which operate generally throughout the country. Here they are cutting and saving turf, fishing, potato-digging, and herding cattle.

"Children commence attending school at all ages from three to ten years. Generally, however, they commence to attend when four or five years old. Children of such tender age, however, in Connemara, attend only during the fine summer weather, and stay at home during the winter. They continue in Standard I. until they are eight or nine years of age, seldom pass Standard III., and cease attending when they are twelve or thirteen years old."

Mr. CONNELLY, District Inspector:—

Dublin (2)
Circuit and
Dungannon
District.

"The attendance is not very good, and boys and girls, as I have elsewhere stated, cease attendance at an early age. As an instance, I give the substance of my notes on the inspection of a country school a few miles from Cookstown, in a poor locality. The house is a good vested structure, suitably appointed, with adequate playground. In fact, nearly all the schools are exceptionally good in this parish. The parents are occupiers of small holdings of eight or nine acres of arable land, with bog in addition. They grind for their own consumption the corn which they grow. When it runs out they resort to Indian meal. They seldom eat meat—perhaps at Christmas. The children are employed looking after cattle, especially when the corn is springing, to prevent trespass, or they are engaged in harvesting or potato-picking from April to November. For the rest of the twelve months they come to school, but do not attend well, and leave for good after the Third Standard.

"To take another instance in another part of the country. Again, the parents are small farmers of eight or nine acres. The children work in the fields, their attendance is never good, and their fathers and mothers are indifferent. Even in another school, not far distant, under a young, earnest, and eager master, where the children are studious, and disciplined, and in comfortable circumstances, the sons and daughters of men farming fifty acres, they yet remain away to engage in country work in the absence of hired labour.

"My last example is from a different locality. The parents hold from eight to twelve acres and bog. They eat meat perhaps once in six months. Their children are engaged at work in the fields, or are hired out for farm service. They leave school finally after the Fourth Standard, and the eldest son, or possibly the second, eventually emigrates.

ATTENDANCE.
Dublin (2)
Circuit.

"If they leave early it may, however, be added that they also come for the first time at an early age. They begin their short school-life when three or four years old. Those who do not come until they are eight or nine are quite the exception.

"Thus it may, to some extent, be understood how the attendance is not regular. There are carking cares at home, and people do not set a special value upon schooling which leads to nothing tangible. Nay, a most capable master has told me how they have pointed to a neighbour who could neither read nor write, but had a thousand pounds in the bank, and then asked triumphantly wherein might lie the boasted advantage of going to school."

Mr. WORSLEY, District Inspector:—

"The rate of attendance, so far as I have observed, remains stationary. The compulsory clauses of the Irish Education Act of 1892 are in operation in the towns of Ballinasloe and Athlone. In the former town they do not appear to have improved the attendance; nor does there appear to be any real effort to enforce the Act. In Athlone, more interest is shown, and some improvement has resulted. Children are not, by any means, sent to school at a sufficiently early age, while very few reach the highest standard."

Ballinasloe
Circuit.

Mr. CROMIE, District Inspector:—

"In both districts there is a tendency towards decrease in the average attendance—slight in the Birr district, and, in fact, not perceptible in some localities, but strongly marked and very noticeable in the Bantry district. This decrease arises from the decrease in the general population, and from the scarcity of labour.

Cork (2)
Circuit and
Birr District.

"The children come to school soon after they reach three years of age, but they leave school, many at twelve years, and the great majority before they reach fifteen years of age. This necessity of working at home creates irregularity of attendance amongst the pupils before they finally leave school."

Mr. O'Riordan, District Inspector:—

"The general tendency of the attendance is decidedly towards decline, due to a diminution in the population. The pupils do not attend more regularly than heretofore; indeed, I should think rather less so.

Clonmel
Circuit.

"The compulsory attendance clauses of the Education Act have been in operation in Clonmel, Carrick, and Fethard. A decided improvement in the attendance took place at first, but this has not been maintained."

Mr. M'ALISTER, District Inspector:—

"The compulsory clauses of the Education Act were in force during 1901 in the whole of County Wexford, with the exception of the one rural district. Some increase in the number of the pupils on the rolls is reported; but the irregular and unpunctual attendance of the newcomers is a source of much annoyance to the teachers.

Waterford
Circuit.

ATTENDANCE,
Waterford
Circuit.

"Few pupils in this county remain at school after the age of twelve or thirteen; in the towns the girls attend for another year or two."

Killarney
Circuit.

Mr. FITZPATRICK, District Inspector:—

"Complaints as to irregularity of attendance are very general here. In spring the children are kept at home to help to put in the crops; in summer there is a constant demand for their services to help in sowing and gathering in the crops; while in winter, owing to the mountainous character of the country and the frequent heavy rains, floods often interrupt their attendance at school."

"The Compulsory Attendance Act has been in force in Tralee for some years, but appears to have had little effect on the average attendance in the schools. Quite recently it was proposed to extend the operation of the Act to the whole county of Kerry, but the great majority of the managers opposed it, on the ground, chiefly, that such extension is useless and unnecessary."

Cork (1)
Circuit.

Mr. COYNE, District Inspector:—

"The general tendency is towards slight decrease. This is mainly due to decrease of population. The attendance of the pupils at school is fairly regular, except in April and May, when the crops are being planted, and in August and September, when the harvest is being gathered. The school-life of the pupils is usually from five years to thirteen; at the latter age they are found useful to their parents; hence the small proportion of pupils in the highest standard."

Cork (2)
Circuit.

Mr. CUSSEN, District Inspector:—

"There is a tendency to decrease in the attendance. The parents of the pupils do not yet understand the value of the new branches, especially for senior pupils, and the omission of the higher parts of the Arithmetic (which were very popular) has made the school work appear less valuable than formerly."

"The attendance is less regular than formerly, partly at least because no standard of attendance is required to qualify for the annual inspection and for promotion. The children go to school as soon as their age permits, having regard to the distance of the schools, and matters are satisfactory in this respect. The proportion of the pupils reaching the Sixth Standard is very creditable, but it shows a tendency to decline."

Waterford
Circuit.

Mr. P. J. FITZGERALD, District Inspector:—

"The general tendency as regards attendance is towards decrease. The school records show a decrease in the number on rolls, proportionate to the decrease in the population revealed by the Census returns. There has been a slight increase in the northern portion of the Enniscorthy district, consequent on the introduction of compulsory education; but in Millstreet district, and in the southern portion of the County Wexford, the attendance is decreasing."

"The struggle to maintain the necessary average has led to the enrolment of almost all the children above three years of age. The younger the children the more they are to be relied on to attend regularly during the fine weather, and the teachers spare no pains to get such children in."

Mr. WELPLY, District Inspector:—

ATTENDANCE.

"I regret to report a decline in the attendance of the pupils. Schools which hitherto were just able to command the services of an assistant teacher are now beginning to be seriously affected by this falling off. Killarney Circuit.

"Two main causes seem to me to militate against regular attendance. The teachers say that the parents, having discovered it is now no longer necessary for a pupil to make 100 days in order to be examined, have grown careless about their children's attendance.

"The great extension of what is known as the creamery movement all over the country is another cause of irregular attendance; children are regularly employed in the conveyance of milk each morning to the local creamery, and they very often miss school altogether as a consequence of this morning task. Some efforts have been made to ascertain the state of school attendance in this country, and it has been stated to me that 13,000 children of school-going years, failed to make a single attendance at school last year, and so much alarm has this state of affairs produced that a movement has been initiated to force the County Council to introduce compulsory attendance."

Mr. LYNAM, District Inspector:—

"As regards the attendance of pupils, the general tendency during the year was towards decrease. This is partly due to the decline in population, and partly to the mistaken views of the effect of the Revised Programme adopted by parents. Cork No (1) Circuit.

"Children come to school at from three to six years of age, and leave at from twelve to fourteen. Pupils over this age are usually found only in schools with teachers of exceptional ability, who make special arrangements for them."

Mr. M'MILLAN, District Inspector:—

"The attendance appears to be steadily on the decline in the majority of the schools, and a considerable number have lately lost the services of an assistant. Castlebar Circuit.

"The efficiency of the schools is much impaired by the irregularity of the attendance, which is greater than in any other district of which I have been in charge, and is indeed extreme in some localities. One of the chief causes of this bad attendance is that a great number of the men go to work in England or Scotland for a large portion of the year, so that the elder children are kept at home to assist the women in the farm labour. Another cause is the absence of proper fences, so that the services of the children, as well as of older people, are often required for herding; other pupils again remain from school because their parents are unable to provide them with decent clothing; many, finally, cannot attend in wet or threatening weather, because of the mountain streams which lie between their homes and the school, and which in times of flood are difficult or dangerous to cross.

"Many of the pupils do not attend school until six or seven years of age; the number who reach Sixth Standard is now very small, and the general age for leaving school is about thirteen or fourteen years."

Mr. BRADSHAW, District Inspector:—

"Owing to emigration, the population of the Bantry district is steadily declining, and with it the number of pupils enrolled. Cork No. 2 Circuit.

ATTENDANCE.Cerk (2)
Circuit.

"From statistics referring to sixty schools in three consecutive years—1899, 1900, 1901—I find that the number on the rolls in 1900 is 2·5 per cent. less than in the preceding year, and that the number in 1901 shows a further decrease of 4·1 per cent. as compared with 1900. Thus the decrease is considerably more rapid in the second case.

"The average attendance of the total number on rolls has diminished by 5·0 and 6·0 per cent. for the same periods, but if we examine the attendance of pupils over fifteen years of age, we find a decrease of 5·9 and 11·5 per cent. The latter figure is significant, as it proves that there has been a much more serious decline in the attendance of the older children.

"No doubt, in consequence of the emigration of young men and women, there is a growing demand at home for the services of the older pupils, but beyond this there must have been some special cause for the decline during the year 1900-1901. It is, I believe, to be attributed to the introduction of the New Programme. The institution of Drill was by many regarded as a step towards conscription, and the senior boys were kept at home accordingly by the frightened parents. Many, too, believed that the time of their children would be wasted in acquiring apparently useless accomplishments, such as Singing and Drawing, or in learning to fold paper and bend wire, and that the time devoted to these subjects would be more profitably employed at work in the fields.

"The scare regarding Drill has now almost subsided, but it will require some time before the pupils become reconciled to the new scheme.

"The abolition of 100 attendances as a necessary condition of examination was another cause which tended to lower the average.

"In the centres west and south of Castletown Bere, where mackerel-fishing is carried on, the decline during September and October is still more noticeable, as there is a great demand for the assistance even of children, who can earn from one shilling to half-a-crown per day at curing fish. Twelve schools at least suffer from this cause.

"The age at which children come to school varies, being about four years in the villages, and from five to seven in the country places, according to the distance of their homes. They leave school probably at fourteen years on an average."

THE TEACHERS.

THE TEACHERS The teachers continue to give strong evidence of a zealous desire to cope with the difficulties of the Revised Programme. My opportunity of personal acquaintance with the character of the work done in the schools was rather limited; but such as it was it left the impression that the teachers were responding bravely and successfully to the large demands made upon their intelligence, their resources, and their energy. Of late years the candidates for the office of teacher were of a good style, well qualified personally and by attainments. A fear very generally prevails through the country that the new scale of remuneration will not attract an equally good class of candidates.

The Training Colleges are all doing excellent work towards turning out their respective students well-fitted for the duties of their future office. They are without exception making the most of their material, and the material is, on the whole, good.

The following abstracts from the General Reports of the Inspectors of my division set forth very fully the characters of the teachers in their lights and shades:—

THE
TEACHERS.

Mr. STROUGE, Senior Inspector:—

“Thirty years ago a teacher who entered the service as a probationer was paid £15 per annum, but as time ran on, by means of results fees and by increases of salary, the incomes of the teachers steadily improved, until the position of teacher came fairly into competition with clerkships in merchant's offices and appointments in the Civil Service. As the position of the teacher and his income improved, the competition grew keener, for candidates of a higher social standing began to be attracted to the service and to disdain no longer, as formerly, the profession of an elementary teacher, for it was possible for an energetic and skilful teacher to attain to an income of over £120 per annum before he was thirty years of age. No one will venture to deny that the services of a well-trained, well-mannered, and ambitious teacher produce results more permanent and infinitely more valuable than those to be obtained under a teacher who has neither his training nor his ambition. It is the former class of teacher that we should endeavour to attract into the service. That the numbers of highly-qualified teachers were increasing, and that the social status of the teacher was improving—a result much to be desired—has, I should think, been observed by all those who are connected with the schools. Whether such teachers will continue to enter the service in future under the present scale of salaries, is open to doubt. In the case of one Training College, at least, the number of applications for a two years' course of training—the main entrance to the profession—has considerably fallen off. Teachers in the city and suburban schools have complained to me that they cannot support themselves upon the initial salary of £56. I know of two cases in which the managers have had to contribute from their own funds to the teacher's support.

Dublin No. (2)
Circuit.

“Though the teachers do not at present regard their prospects as so favourable as they formerly were, they are, I am glad to say, as loyal to the children of their schools as they ever were.

“When Singing and Drawing appeared in the New Programme as ordinary subjects compulsory in all schools, in many places the teachers combined and provided at their own expense the services of highly-qualified professors of these subjects to instruct them to introduce these subjects into their schools. They also showed, and still show, a great desire to form centres at which the sub-organisers in Hand-and-Eye training and Elementary Science could meet them and give courses of lectures.”

Dr. SKEFFINGTON:—

“The teachers generally manifested much eagerness to get trained in the new courses, often travelling long distances at late hours, in bad weather, and after a day's work, undergoing much fatigue and exposure to cold in winter, as well as expense, in attending classes held by sub-organisers. Teachers who have not yet been called to such classes express much anxiety on the matter; and I have recently learned that teachers have even engaged and paid a fellow-teacher who had attended Hand-and-Eye and other courses in Dublin to give them lessons on Saturdays in a school in Waterford; and they intend extending this class to obtain, at their own cost, further training in Vocal Music, Drill &c.”

Waterford
Circuit.

THE
TEACHERS.
Killarney
Circuit.

MR. HYNES:—

"As regards the teachers, to my mind, their most striking characteristic is their marked earnestness. In general, they evince a keen desire to fit themselves for the introduction of the new methods of instruction, but so far, I am sorry to say, their opportunities have not been commensurate with their wishes. Training classes in Cookery and Laundry-work were held at Killarney and at Caherciveen. Courses of lectures in Hand-and-Eye training and in Elementary Science were also inaugurated at the former centre, but after some eleven lectures or so were adjourned *sine die*. This, so far as I can gather, is the sum total of the facilities which they enjoyed for special training in the recently-introduced branches of the Code. Nearly all have provided themselves with the necessary text-books, and are doing their best under such difficult circumstances, but the greatest earnestness cannot compensate in the case of the more technical subjects for not witnessing the actual *modus operandi*. This particularly applies to the Hand-and-Eye training, which has been pretty extensively attempted.

"Comparatively few have essayed Elementary Science yet, but lessons on Common Objects are universal, and I observe a tendency, which I am trying to counteract, to aim rather at imparting information to the pupil than at cultivating his powers of observation. Elementary Science will unquestionably prove the most attractive, and, with proper treatment, the most highly educational of the branches of the new curriculum. In Dublin schools I have seen it very efficiently carried on, but I was much struck in a remote part of this country by what a teacher was able to accomplish with a few rude appliances devised by himself. His pupils seemed deeply interested, and when questioned evidently exercised their reasoning powers to answer."

MR. M'ELWAIN:—

Ballinasloe
Circuit.

"I consider the teachers as a body competent, but they have been so long confined within the limits of the Old Programme that they must get time and opportunities for adapting themselves to their new duties.

"I find a marked desire on the part of the teachers to improve themselves in skill, especially with reference to new subjects and new methods. They have frequently expressed a desire that I should visit their schools to advise them and to give them information, and have expressed their intention of attending the training classes to be held by the Board's organisers when they came sufficiently near to them.

"A class for instruction in Physical Drill was conducted in Athlone by the gymnasium instructor, and the attendance of teachers amounted to forty. The same course has been taken at Roscrea, where a class of teachers is undergoing a course of instruction in Physical Drill, and another class is being organised, and will soon be begun, in Birr."

MR. COX:—

Galway
Circuit.

"Teachers are, I think, generally fit for their positions. They appear to respect themselves, and are respected by their neighbours. The course of training has, as may be supposed, a large refining influence on manners, speech, and dress, as well as inducing a broader outlook on things and men.

The desire to make themselves more competent in the subjects of the new code is general among the teachers I have met. Of course it is to be expected that they hesitate to take up a new subject if they think or feel that they are not competent.

"I find that a few hints, a little encouragement, and the assurance that they will not be called on to do more than they are able, are followed by satisfactory attempts at starting a new subject.

"I believe the desire to attend classes under an organiser to be universal. The effect of the classes in Vocal Music, conducted by Mr. Davidson, is gratifying. The subject has received an immense impetus, and the teachers who attended the classes have very generally and successfully introduced it into their schools. Constant inquiries are made as to whether classes for the other subjects will not be formed; and I find that the Clare portion of my circuit is badly in need of such guidance and help as an able organiser can afford.

"I may mention that in Coleraine the teachers formed, of themselves, a class for instruction in Drill, under a competent man; and I am aware that in my present circuit a class for manual work was carried on for some time."

Mr. HEADEN:—

"In all Convent schools, and in about thirty of the ordinary schools, one or more members of the staff had availed themselves of opportunities of attending special courses of instruction in Hand-and-Eye training, and in Tonic Sol-fa, and a few had attended a course of Elementary Science. On the whole, therefore, the teachers are well qualified; and during my inspectorate they showed much earnestness in their efforts to adapt themselves to new methods, and to introduce the new subjects of instruction; and I am pleased to report that the results in all cases were commendable and promising."

Mr. MCCLINTOCK:—

"Evidence of an endeavour to keep in touch with advancing ideas and to improve themselves in skill are not wanting, but the movement is slow. There is a growing feeling that a solid foundation must be laid in the case of each subject; some teachers are keeping a daily syllabus, which is meant to show how much ground is being thoroughly got over; annotations on class-books, and notes on Object Lessons are sometimes forthcoming. But, on the whole, systematic preparation calculated to produce systematic development of the pupil's intelligence and faculty of observation is almost unknown.

"In the spring of last year well-attended classes for teachers were held by the Board's organisers in District 47 in Hand-and-Eye training, Music, Cookery, and Laundry-work; but my official connection with that part of the country ended before the practical effect could be ascertained. In this side of Mayo no organisers' classes have, so far as I am aware, yet been held. Object Lessons and Drawing are being taken up in most schools, but in a rather crude and aimless manner. Music is being introduced to additional schools, and Physical Drill to nearly all. Scarcely any progress is being made in the spread of Kindergarten methods and Manual Instruction."

THE
TEACHERS.

Galway
Circuit and
Coleraine
District.

Portlington
Circuit.

Castlebar
Circuit and
Kilkenny or
No. 47 District.

**THE
TEACHERS.**Cork (2)
Circuit.**MR. C. SMITH:—**

"In preparing themselves for their altered duties, teachers have, on the whole, shown a great deal of zeal and public spirit. They have attended the different classes at very considerable inconvenience and with commendable punctuality. They have got up, at their own expense, drill classes, and not a few of them have spent considerable sums of money in purchasing various odds and ends for use in their schools. At present nearly all the teachers have got a course of training in Manual Instruction, Drawing, Elementary Science, and Drill; the females, in addition, attended courses in Cookery and Laundry. As yet no classes for instruction in Vocal Music have been held, but the want of these has not been much felt in the urban schools, because, as a rule, some member or members of the staff are qualified to give instruction in this branch. In the important department of Needlework, most of the schools in my charge have had the advantages of a very effective organisation."

MR. W. A. BROWN:—Clonmel
Circuit.

"Speaking generally, the teachers are taking all reasonable means of improving themselves. The highly-intelligent, who are able to appreciate the difference between informing and educating, have a fresh zest for work. They are sparing no expense to get whatever equipment or text-book may improve or increase their efforts. Some, too, travel considerable distances on Saturdays to get lessons in Kindergarten, Music, &c., at convents and other large schools."

MR. DALTON:—Limerick
Circuit.

"The teachers, for the most part, are making, according to their lights, an earnest effort to equip themselves for their duties under the Revised Programme. Some of them, of course, are a good deal at sea; and in many schools the working arrangements and methods are still more or less in the experimental stage."

"They have taken advantage, with grateful eagerness, of all the opportunities that have been afforded them for acquiring some mastery of the more modern subjects, such as Drawing, Manual Training, Drill, and Cookery. In so far as success depends on the honest desire of the teachers to succeed, there need be no apprehension of failure. But to render that desire really effective in attaining its end, the co-operation of other important factors is essential. I may sum up these conditions generally under the three main heads of training, equipment, and organisation."

MR. NICHOLLS:—Portarlington
Circuit.

"Most of the teachers are anxious to learn the new subjects recently added to the school programme; and many are the complaints that they have had no opportunity to attend the lectures on them."

MR. CONNELLY:—Dublin (2)
Circuit.

"Many teachers are compelled to perform their duties in professional solitude. They can observe and interchange ideas with no other teacher in the same house, and their work is so multifarious that they can concentrate attention on no branch for any length of time. They receive little real encouragement and recognition from outside, and thus settle down to go through the day perfunctorily, after which nothing scholastic appeals to them."

All country schools, and more particularly those in hilly and remote localities, must lack one incentive. The work does not lead to anything definite and tangible. In the course of nature the children at an early age will begin to help their fathers and mothers at home, tending cattle, picking potatoes, looking after the home.

"It is different in the schools in towns and in areas occupied by large farmers. There the school is looked upon as the indispensable ante-chamber to a future career. Parents know that it is hopeless for their children to succeed in after life without adequate schooling, and the children themselves can point to this boy who has won a scholarship; to another who has entered a mercantile house; to a third who is making his way in Dublin, Belfast, or elsewhere. The lesson becomes an object lesson in its reality. They attend and study in a matter-of-fact spirit, and work under an incentive to work.

"The young teachers are easily adapting themselves to the new requirements. In their schools in particular, but in all schools in measure, the work is more enlightened and agreeable than formerly. The school day is more pleasant, and the pupils are more likely to finally go out and undertake the work of their lives with more useful attainments and a greater chance of doing well."

Mr. CHOMIE:—

"In the Convent schools I have noticed a great anxiety on the part of the nuns to perfect themselves in the details of the New Programme.

"In the Ordinary schools in the Birr district, the teachers, at considerable personal sacrifices, attended the organisers' classes, and many of them attended also private classes in the towns of Birr, Roscrea, and Nenagh to receive instructions in those branches of the New Programme in which they were not proficient. In the Bantry district there have not been the same efforts, possibly owing to the fact that no official organiser has yet visited that district."

Mr. O'REILLY:—

"Through the medium of the Training Colleges, the supply of well-qualified instructors has been constantly increasing, and, at the present moment, it must be said that the vast majority of the teachers of the district are well fitted for their position, and discharge their duties with at least fair efficiency. Nothing could be more commendable than the zeal they have shown to improve themselves in the new branches of the present Code. They seemed to vie with each other, in spite of season and distance, in their attendance at the evening lectures given by the Board's experts. Most of them have gone to great personal expense to procure suitable textbooks in the various subjects; they have no other means of learning for the present."

Mr. O'RIORDAN:—

"The teachers show themselves very fairly competent to fulfil their duties. As regards the new subjects, too, they have made a strong effort to adopt them. Courses have been given by the sub-organisers in Manual Instruction, Drawing, and Singing at a few centres. These have been well attended, and the subjects have been successfully introduced into a number of schools."

THE
TEACHERS.
Dublin (2)
Circuit.

Cork (2)
Circuit and
Birr District.

Castlebar
Circuit.

Clonsmel
Circuit.

**THE
TEACHERS.**

Dublin (2)
Circuit and
Trim or No.
29 District.

Mr. DICKIE:—

"Within a few months of the issue of the Revised Programme, most of the schools in District 29 were provided with two sets of Readers, and the teachers were doing their utmost to introduce the new subjects and methods. The Cookery training classes, held in Trim and subsequently in Oldcastle, were attended in a manner which, considering the novelty of the subject, must be considered as satisfactory, and when, at a later date, classes in Hand-and-Eye instruction were established in Navan and Oldcastle, the anxiety of teachers to attend was so great that the meetings were quite overcrowded. A still more marked evidence of desire to improve is to be found in the fact that the Meath teachers, at their own expense, started classes in Physical Drill at the same two towns.

"I may here remark that the efforts made by these teachers to introduce the New Programme are all the more praiseworthy as, in the great majority of cases, the expense entailed had to be met by the teachers themselves."

Mr. NEWELL:—

Limerick
Circuit.

"The great majority of the teachers I have met during the year appear most anxious to work the New Code effectively. Most of them are energetic and intelligent, and interested in the welfare of their pupils. By all the substitution of the New for the Old Code was received with satisfaction.

"In a few of the subjects some of the teachers are themselves only moderately proficient, but a very general desire to make good this shortcoming is strongly in evidence. As regards Singing, Drawing, Manual Instruction, Science, and Cookery, for instance, they have frequently travelled long distances, and at considerable expense, to try and improve themselves. The organisers' classes have been generally well attended, and in several cases also, when regular organisers were not available, teachers have arranged with some competent persons in their own localities for private instruction in the branches referred to."

Mr. M'ALISTER:—

Waterford
Circuit.

"The great majority of the teachers whose schools I visited continue to perform the duties assigned to them with regularity and care. With few exceptions, the various changes in the programme in English and Arithmetic were subjected to intelligent consideration, and methods of instruction were modified to suit them. A teacher might misinterpret, or misunderstand, a minor point; but the general scheme was understood, and its freedom welcomed. Men who had worked under a rigid system as machines, found themselves at last obliged to think and act for themselves.

"The teachers of County Wexford were fortunate in the early opportunities afforded them of acquiring some working knowledge of the new subjects of the Programme. Classes of instruction in Cookery, Tonic Solfa, Hand-and-Eye, and Science, have been in operation in Wexford, Enniscorthy, New Ross, and Newtownbarry. A most laudable anxiety was shown to take full advantage of the lectures; long drives did not deter the teachers; extra work and personal expense was disregarded; it was, as a rule, only those not summoned who professed a grievance. Several teachers in the neighbourhood of the town of Wexford formed a class among themselves for drill and calisthenics.

"I was able to attend some of the official classes at their inauguration, and once or twice throughout the course, and at all my visits, was impressed by the orderly manner in which they were conducted, and by the regularity of attendance. THE
TEACHERS.
Waterford
Circuit.

"Lectures in Cookery and Singing were given in Newtownbarry and Wexford in the winter of 1900-1901; examinations were held at the completion of the courses, and in all schools where the teachers satisfied Mr. Goodman, singing has been started; the result in the case of Cookery has not been so satisfactory. The initial expense of apparatus, the difficulty of providing material, are alleged in explanation of delay.

"In, I think, all the Convent schools in this county the senior girls, at all events, are receiving regular instruction in this most important subject, though I have not yet found Laundry taught.

"Teachers in attendance at Hand-and-Eye and Drawing Classes appear, in general, to grasp the method of Mr. Bevis with fair facility, and at most of my inspections, where the subject had been introduced, I found evidence of a successful start in Paper-folding, and in what, for convenience sake, I may call 'Newer Drawing.'

"The course in Elementary Science presents more difficulty to the older teachers among the men, and perhaps to the female teachers generally."

MR. COYNE :—

"The average educational standard is not high, yet there are few schools in which useful work is not being done. The teachers manifest a laudable desire to discharge their school duties well, and I found them always willing to act upon suggestions. Nearly all endeavour to work in the spirit of the Revised Programme; this I know from the little conferences I used to hold with them after the completion of my examination or inspection. Cork (1)
Circuit and
Cavan
District.

"A course of lessons in Singing, on the Tonic Sol-fa system, was given in Cavan in May last by one of the Board's sub-organisers, and was attended by about thirty teachers. These introduced singing into their schools at once. A course of instruction in Cookery and Laundry, and a course in Hand-and-Eye (Paper-folding and Drawing), given at Oldcastle, were attended by most of the teachers of schools convenient to that centre. Paper-folding and Drawing were at once introduced into their schools by these teachers, but owing to want of equipment, Cookery was taken up in only three schools, as mentioned above."

MR. CUSSEN :—

"As a rule, the teachers possess considerable intelligence and are fitted for their office. The number of incompetent teachers is not large; but many are rendered less useful than they ought to be by engaging in outside pursuits. Cork (2)
Circuit.

"Nearly all the teachers incurred expense (sometimes considerable) in providing their schools with materials and themselves with the books required for the new subjects, and in securing instruction in drill, singing, &c., where necessary."

MR. McENERY :—

"Speaking generally, I found the teachers zealous, earnest, and conscientious in their work, anxious to improve, willing to take upon themselves extra trouble, and not slow to utilize the good features of Clonmel
Circuit.

THE
TEACHERS.
—
Clonmel
Circuit.

the new methods. There is also evidence of a gradually developing disposition among teachers to keep themselves prepared for their daily work. Teachers' note-books are more in evidence, work is frequently found written on the black boards, and all arrangements completed before the regular work of the day begins, whilst pupils' exercises appear more systematically and carefully corrected than was the case heretofore. I admire the way the teachers as a body faced the additional work imposed upon them by the new system, and I believe, that in the end, the preparation made for this work and the effort made to overcome it will prove in every way beneficial to them. I find that the good teachers regard the new system with much favour, as it allows them greater freedom to follow their own methods and devices, and renders it possible for the work of their schools to be carried on upon more truly educational lines.

"Regarding the work done in schools as a whole, there is, I think, much real ground for satisfaction."

MR. P. J. FITZGERALD :—

Waterford
Circuit and
Mill-street
District.

"The teachers are for the most part fit for the office. The exceptions are not numerous, and these are being gradually reduced in number. They are highly esteemed by their Managers and respected by the parents whose children they educate. They set a good example of punctuality, and in many cases keep their schools well. They are, however, sometimes too tolerant of slovenliness and untidiness on the part of their pupils.

"Evidences of the desire on the part of the teachers to equip themselves for the introduction of the new subjects are abundant. They have cheerfully responded to the summonses to attend the organizers' classes, often at inconvenience and expense. They have come long distances in cold weather at late hours, and have forfeited their well-earned leisure ungrudgingly on Saturdays.

"The members of the Coachford National Teachers' Association engaged the services of experts in music and drill, and even attended classes in Manual Training conducted by some of the teachers who were summoned to the first course of lectures in this subject in Dublin.

"The promptitude with which the teachers of the Mill-street District responded to an invitation to meet and discuss new methods of teaching the New Programme in English and Arithmetic, afforded me ample proof of the deep interest they take in their work, and convinced me that if the Revised Programme does not achieve all that is expected from it, its failure to reach expectations cannot be attributed to apathy, much less hostility, on the part of the teachers."

MR. WELPLY :—

Killarney
Circuit.

"As a rule, the teachers are fairly competent. Within so large an area as I have traversed during the year one would, as a matter of course, meet with teachers who, from various causes, such as advancing years, want of skill, or even sheer neglect, do not discharge their duties adequately; but, with very few exceptions, they have endeavoured to adapt themselves to the conditions of the New Programme, and some have expended considerable energy and incurred no little expense in their efforts to teach the new subjects efficiently."

Mr. LYNAM :—

THE
TEACHERS.
—
Cork Circuit.

"Speaking generally, the teachers are quite fit for their office. Many would be a credit to any profession. Those who, either by their moral character or by their intellectual or social characteristics could be described as unfit, form a smaller proportion of the whole than would probably be found in any other profession in this country.

"Of their own initiative, the teachers have formed classes for themselves and engaged experts in Singing and Physical Drill; and they have attended the sub-organizer's classes, where such were established, at enormous inconvenience to themselves."

Mr. M'MILLAN :—

"The great majority of the teachers are conscientious and hardworking, many being, indeed, highly competent, and, in the face of numerous difficulties, accomplishing very successful work. Castlebar Circuit.

"Except in one or two instances, the teachers in this district have had as yet no opportunity of being trained in the most important branches of the new work, but all are, I believe, desirous of becoming qualified as soon as may be. A teachers' class for improvement in Drill was held in the Ballina Boys' School, and was of much assistance to those who attended it. A number of teachers attended at Swinford the classes held by Mr. Robinson, a sub-organizer of Singing sent round by the Commissioners, while others who have not had such opportunities are striving to fit themselves to give instruction in Singing. Only a small proportion of the teachers are regularly qualified in Freehand Drawing, but many have taken it up, and I have seen some very fair pattern copies done on the blackboard by teachers."

Mr. BRADSHAW :—

"The teachers made an earnest effort to introduce the new subjects. Portlannington Circuit.

"They had not the advantage of attending classes in the special branches; but by studying journals, by discussions at their associations, or by hints gained from any quarter, they endeavoured to familiarise themselves with the new subjects."

Mr. MANGAN :—

"As evidence of the desire to improve, I may mention that the female teachers round Loughrea and Portanna attend on Saturdays at the Convents there to get instruction from the Nuns in Singing. Classes have been formed in Athlone by the teachers in the vicinity for learning Drill. They have done this at a good deal of inconvenience and some expense." Ballinasloe Circuit.

MONITORS.

The general opinion of the Inspectors seems to be that monitors are not sufficiently trained in the practice of teaching, but that the instruction given to them is adequate and efficient. A large proportion of monitors are, however, defeated in the competition for King's Scholarship. This is not as it should be. Monitors, if carefully selected, and well instructed during their five year's course, should beat all other candidates and be the best subjects for the Training Colleges. Otherwise there are no grounds for keeping up the monitorial staff. For the mere sake of assistance in the schools the money spent on

MONITORS.

monitors might easily be better employed. It is very undesirable that a considerable number of young persons should be kept for so long a period in course of preparation for an office to which they cannot attain.

It is true that the monitors are engaged for three hours every day teaching, whilst the outside candidates are probably in the hands of a "grinder." Hence several Inspectors are of opinion that monitors should be allowed the privilege of certain marks for service. This point is worthy of consideration.

On this topic Mr. HYNES says:—

Killarney
Circuit.

"The successful training of monitors has long been a marked feature of the work done in Kerry schools, and there seems to be no tendency towards falling off. A healthy spirit of emulation is excited by the competition for the Reid Prizes, twelve in number, amounting in the total to £205, awarded annually to the best answerers amongst the male monitors of the Third and the Fifth years of service."

Mr. M'CLINTOCK:—

Castlebar
Circuit and
Kilkenny or
No. 47 Dis-
trict.

"The thirty-five monitors examined by me in District 47 were, with three exceptions, very well prepared as a rule. The manner in which the practical test was performed, though satisfactory in some cases, admitted of considerable improvement. I have not yet examined any of the twenty monitors in the part of Mayo under my immediate charge, but the time-table arrangements for their instruction in the schools I have visited are satisfactory, and the teachers appear to be doing their duty conscientiously towards them. The only pupil-teachers were two employed in the Kilkenny Model School. Their training was good."

Mr. O. SMITH:—

Cork (2)
Circuit.

"So far as I can see, teachers discharge with very fair success their duties in connection with the literary instruction of their monitors, but I do not think that either sufficient care or labour is bestowed on the practical training of monitors in the art of teaching."

Mr. DALTON:—

Limerick
Circuit.

"The teachers, as a rule, devote a good deal of care and attention to the training of their monitors, and I do not often find instances of negligence or remissness in the discharge of this important branch of their duties."

Mr. CONNELLY:—

Dublin (2)
Circuit.

"Monitors generally contemplate entering a Training College. They should, I think, be given the preference over extern candidates for Training Colleges. The object of the Commissioners in appointing monitors is to enable them to prepare for teacherships, and so, I presume, keep up the supply. If, in spite of sufficient merit, and five years' practical experience, such as it is, in helping to teach a school, they are passed over in favour of others who, though they have been able to score a higher percentage, yet have had no practical knowledge of the working of a school, then the labour and money bestowed upon their five years' training is wasted."

Mr. O'REILLY :—

Monitors.

"I can bear testimony to the careful attention bestowed on the Con-
vent monitors of this district. Punctuality is strictly enforced upon
them; and a competent member of the Community is specially ap-
pointed for their instruction." Castlebar
Circuit.

Mr. O'RIORDAN :—

"As there were a number of pretty large schools in the Clonmel Clonmel
district, a considerable number of monitors were employed. Their
training has been conducted satisfactorily on the whole. The pupil
teachers in the Clonmel Model School, the only Model School in the
district, have acquitted themselves well." Circuit.

Mr. M'ALISTER :—

"Most of the monitors whom I had to deal with in 1901 were Waterford
girls employed in Convent Schools; without exception, I may say, I
found them well instructed in their literary work; but I was obliged in
several cases to allude to the necessity of affording them more ample
opportunities of studying and practising the newer branches of the pro-
gramme. There is still a tendency to restrict their teaching to the
infant department—an arrangement injurious both to monitor and
infant." Circuit.

Mr. FITZPATRICK :—

"I consider that the *training* of monitors as distinguished from their Killarney
instruction is defective, in so far as they have not continually before
their eyes an example of what a really good school should be. As regards
instruction, on the other hand, the monitors here are well looked after.
Very valuable prizes, known as the 'Reid Prizes,' are offered yearly for
competition among the monitors of the County Kerry, and the keenest
emulation prevails." Circuit.

Mr. LYNAM :—

"There were no pupil-teachers in any of the schools I inspected during
the year. Monitors are generally well prepared in their literary sub-
jects; but I do not think that their work of teaching is sufficiently
supervised and directed by the teachers in charge of them." Cork (1)
Circuit.

Mr. M'MILLAN :—

"Monitors are, as a rule, well prepared in their literary course; but
quite insufficient attention is paid to the most important part of their
training, viz., teaching them how to teach. When put in charge of a
class or division they are left to their own devices, and I cannot recall
any instance where I saw evidence of a teacher observing a monitor at
work, or noting or pointing out faults in the latter's methods of teach-
ing. It often happens that a monitor will answer, correctly and
fully, questions on the points to be attended to, or the faults to be
avoided, in giving a particular lesson; yet, when desired to go and
give this lesson, he will straightway violate many—perhaps even
all—of the rules he has so carefully committed to memory." Castlebar
Circuit.

THE NEW
SCHEME.

THE NEW SCHEME.

It is still too soon to be able to say much definitely of the progress and effects of the new scheme. A great deal of preparatory work was necessary. The teachers had to be instructed in, or to learn for themselves, the new subjects and the new methods. Strong prejudices had to be allayed, and deeply ingrained habits overcome and altered.

Educational reforms seem, from the experience of the past, to be essentially of slow growth. Fröbel, whose Kindergarten principles we are now endeavouring to propagate, died half a century ago. It took over twenty years to discover and remove the evils of the results scheme. It would, therefore, be unreasonable to expect much as yet from the latest reform inaugurated but in 1900. Some improvements can, however, be already laid to its credit.

Greater correctness and facility of *speech* on the part of the pupils is very observable. Reading is decidedly improved, and so is written Composition. Singing has extended and improved to a degree sufficient to satisfy the expectations of the most sanguine. Physical Drill has been introduced very generally into the schools, and with very obvious good effects on the bearing of the pupils and on their observance of discipline. In many schools are to be seen small collections of objects forming the *nuclei* of little museums. These are the lines along which satisfactory progress is generally reported; but a much more complete notion of the work accomplished during the past year will be obtained from the copious extracts quoted below from the Inspectors' General Reports. There seems to have been more or less retrogression as regards instruction in Arithmetic and Geography. A very strong feeling widely prevails to the effect that the elementary portion of the Hand-and-Eye Training so far introduced into the schools is not suited for the senior standards, and that the time of grown boys and girls is merely wasted whilst employed at paper-folding.

Mr. STRONG:—

Dublin (2)
Circuit.

"Singing and Drawing are now taught in almost every school in this circuit, and in many with marked success. Not many years ago it was possible to examine schools for weeks in succession without a pupil being presented in either of these subjects. Drawing is now usually begun with pupils of five or six years of age. Dotted paper is used. Paper-folding is frequently met with—not a very valuable exercise the teachers say. I have not seen any other part of the Hand-and-Eye course taught. In two schools only I have examined in measurements under the Elementary Science Programme. The schools have not yet been supplied with the apparatus necessary to give a full course of instruction in this subject.

"The introduction of new and easier Reading Books and the simplification and large modifications of the course in Arithmetic and Grammar, together with the almost complete elimination of Geography, have much reduced the high pressure at which the teacher was formerly compelled to work, and permit him now to devote more time to the form and quality of the instruction given. Efforts are being made to improve the style of Reading—a subject in which there is ample room and verge enough for improvement. More care also is devoted to Penmanship. The black-board which, under the Results System, was seldom or never used for the purpose of teaching a division how to form certain letters by repeated examples, is now frequently brought into use, especially by teachers who have recently been trained. In Arithmetic bills of parcels and mental

calculations are still weak points. It is not, however, because Mental Arithmetic is not taught. So far as I have observed a teacher has rarely any well ordered plan or method of teaching the subject.

THE NEW
SCHEME—

Dublin (2)
Circuit.

"Analysis is, as a rule, very fairly taught, and in some schools to a degree of excellence. Where it is carefully and soundly taught, the children show a much keener appreciation of the meaning of what they read, and in complex sentences have less difficulty than formerly in grasping the logical connection of the various parts of the sentence. A subsidiary gain to be noted is, that at the Reading Lesson a boy well acquainted with Analysis dwells with a slight emphasis upon the most important words in the sentences, and thus helps his audience to the comprehension of the subject matter.

"Drill has been introduced into all the schools. This was the one subject of the Revised Programme which was taken up with actual enthusiasm. The teachers combined, formed classes, and paid drill-masters to instruct them. The conductors of Convent Schools employed Constabulary pensioners and ex-Army men to introduce the subject into their schools.

"As regards Hand-and-Eye Training and Elementary Science the schools are so few in which they are taught (except in the case of paper folding) that it would be impossible to form or express any opinion regarding their usefulness or otherwise."

Dr. ALEXANDER :—

"A marked improvement in the intelligence of the pupils is noticeable since the introduction of the Revised Programme.

Cork (1)
Circuit.

"The lines on which sound educational progress can alone be made are clearly indicated in the Revised Programme, and they are being intelligently followed by a very considerable number of the teachers.

"Reading is, on the whole, greatly improved. It is much more distinct and intelligent.

"The only ordinary subject in which the proficiency is frequently disappointing is Arithmetic in the case of the senior standards. This arises, I believe, from two causes, (1) misapprehension as to the requirements of the programme; (2) the difficulty many teachers still feel in adapting themselves to the new conditions.

"Paper folding and Drawing have been very generally attempted. In cases where teachers have not attended the classes for Hand-and-Eye Training little benefit has resulted to the pupils. In other instances the methods of teaching Drawing formerly in vogue have been quite revolutionised, and with the happiest results. The instruction given by the organizers in this branch has led to a great improvement.

"Practical Cookery is as yet taught in very few schools, owing to the want of suitable appliances, and the same remark applies to Elementary Science. Vocal Music has been taken up in all schools in which the teachers possess any knowledge of the subject. None of the organizers in Music have yet visited the District. Physical Drill has been introduced into most schools and, on the whole, with much success."

Dr. SKEFFINGTON :—

"The new courses and methods have certainly made school life much brighter and more interesting.

Waterford
Circuit.

"Drill has also been very generally (in fact almost universally) taken up in schools, and is a great favourite with the pupils.

"Reading has become generally both clearer and more intelligent.

THE NEW
SCHEME.Waterford
Circuit.

"Penmanship has made good progress in the lower standards, and Composition is now practised from third standard up.

"Spelling also is improved.

"Analysis is generally taught, though rarely beyond simple sentences as yet.

"While Geographical Readers are now used to some extent in nearly all schools, the maps are too little consulted, though the New Programme distinctly states that 'the Geographical lessons should always be accompanied by appropriate charts and maps, to which constant reference should be made.'

"The use and manipulation of decimals is much better and earlier known, and in some degree better understood.

"There is much more attention now given to Mental Arithmetic.

"There is very considerable extension of common knowledge of Measurement, and areas are much better explained by aid of squared and dotted boards.

"In Science the teachers take very careful notes, and make good drawings of apparatus, &c., from which they should be able to teach in their schools. But in Hand-and-Eye few, if any, notes are taken, and very few teachers have any work to refer to—thus depending merely on memory to teach this branch; and to make the matter worse, many teachers do not begin (as they should) to teach those lessons as they learn them, which might prevent their forgetting; but they seem in most cases to wait for apparatus not at all necessary to the early stages; for as yet paper-folding is, I believe, all that is taught even by the sub-organizers."

Mr. HYNES :—

Killarney
Circuit.

"Several mistresses, who have been trained in Cookery, have introduced that subject in their schools.

"Drill, I am happy to note, has, as the saying is, caught on. At first, some silly prejudice against it, as likely to lead ultimately to conscription for the army, sprang up in the country parts, and resulted, in some localities, in its being completely interrupted for a time.

"Steady progress in Reading is, I believe, being made under the revised scheme of instruction. More attention is being paid to clearness of utterance. Improvement is likewise observable in Explanation.

"Penmanship, Composition, and Grammar are now taught more intelligently and more effectively than formerly.

"The study of Geography has suffered under recent changes. Many of the teachers ceased instruction on the old lines, before suitable Geographical Readers were placed on the list.

"Mental Calculation is better taught. The utter helplessness in making out the most ordinary shopping transactions, which was so prevalent, has disappeared, and good answering in this part of the Programme is more the rule now than the exception.

"The only extra branches attempted here are Irish and Instrumental Music. The latter is almost entirely confined to Convent Schools, and is efficiently taught."

Mr. McELWAIN :—

Ballinasloe
Circuit.

"The proficiency in this circuit is not high, and good schools are exceptional. So far as the new subjects are concerned, I consider the circuit very backward.

"The programme in English as a rule receives due attention.

"In many schools neither Historical nor Geographical Reader has been introduced by direction of the Managers, who are awaiting a series to be issued or approved of by the R. C. Bishops.

THE NEW
SCHOOL.

"I very seldom find all three Readers (Literary, Historical, and Geographical) taught. Generally I find Literary and Geographical Readers in use.

Ballinacree
Circuit.

"So far these Readers have not been taught satisfactorily. Sometimes there is only one book for a standard which one pupil reads to the others. The maps are not used in conjunction with the Readers as they should be.

"Arithmetic is rarely well taught, and I scarcely ever find the full programme taught, as schools are not supplied with weighing and measuring apparatus. The metric and decimal portion of the programme is frequently neglected.

"There is scarcely a school in the circuit in which Hand-and-Eye Training is to be found. As I have said previously, the teachers are anxious for an opportunity of attending organizers' classes in this subject to qualify themselves for giving instruction in it.

"Drawing is taught in nearly all schools, and by many teachers who are not qualified to teach it.

"I have not yet examined any school in which the Programme in Course I. (Experimental Science) has been taught. In two or three I have found Course IV. (Electricity and Magnetism.) This course of Elementary Science will not be taught effectively until teachers have been trained to teach it, and, so far as I know, scarcely a teacher in the circuit has been so trained.

"Object Lessons might be made a most valuable means of instruction, but they are not. The teaching of Object Lessons should be made a most important part of the work, and put in front of the work done by the organizers in their classes. They can be taught in all schools both in town and country. The Object Lessons I hear given are as a rule worthless.

"Singing is now taught in nearly all schools. Some teachers attempt this subject, although from want of ear, voice, or training they are unable to teach it. A few employ an extern teacher. Singing has never before been taught to anything approaching the extent to which it is now taught, and very satisfactory progress has been made.

"I have been called upon to examine in Cookery in only two schools.

"As to equipment required for teaching new subjects in programme, very little has been done towards providing it, when it involves expense. Neither Managers nor teachers are willing to incur expense, and local parties do not contribute."

Mr. Cox :—

"A greater advance has been made in my late district in the subjects of the new code before I left than is to be found here at the present moment, organizers having regularly visited there. I think that the teachers here are quite as anxious to make a beginning as were my former teachers; as is evidenced by the fact that many who do not regard themselves as fully competent have attempted Drawing, Drill, and in some few instances Paper-folding. In all such cases I try to keep the work on the proper lines. Teachers seem to find the greatest difficulty to lie in *Object Lessons*; whilst want of suitable books for Geography and History has retarded the introduction of these subjects. Not much is done to the new parts of the programme for Arithmetic.

Galway
Circuit and
Coleraine
District.

THE NEW
SCHEME.
Galway
Circuit.

"In Coleraine it seemed to me that the new subjects had had a very direct effect on the smartness of the children; they appeared to grasp what was said much more intelligently and to carry out any order more rapidly and effectively.

"Very little advance has been made in the provision of equipment to meet the new system. Managers have no funds, and they think that teachers should not be called on to provide what is required. Indeed the complaint is general that parents will not buy the new books; and I have not unfrequently been told that they will not buy even the copy-books their children use."

MR. HEADEN :—

Portarlinton
Circuit.

"From all sides my inquiries have elicited the opinion of both Managers and teachers that the New Programme has brightened the intelligence of the children. The children everywhere are unquestionably improved, and improving, in intelligence; and this arises mainly, I believe, from the constant exercise they get under the new methods of instruction in expressing their own ideas, their own interpretation of facts and circumstances, and the results of their own impressions. Object Lessons, Explanation of Reading Lessons, and Arithmetic when rationally taught—all furnish opportunities in this direction. Object Lessons are now taught in every school, and although, here and there, there is a tendency to turn them into lectures, or make them 'Information Lessons,' they are in general handled in the right way.

"The handling of the foot-rule in measuring lengths and drawing lines has, in my experience, been a splendid factor in developing the intelligences of children. Weighing and liquid measuring do not lend themselves readily to class teaching; but every pupil can have a ruler, and by its aid class-teaching of the most useful kind can be conducted in a variety of ways. Now that Geography, as a specific subject, is not named on the Programme, there is a tendency to ignore the maps altogether. In a few schools, indeed, constant reference is made to them, not only in illustration of the lessons in the Geographical Reader, but in connexion with every reading lesson containing topical allusions.

"The proficiency in Singing is fair: in Drawing, the work done in general is not so good; but it is improving, and such as it is, even in the worst instances, there is an effort to conduct it on educative lines.

"Cookery is taught in only one of these schools. Quite a number of teachers attended a course of instruction at Bagnalstown Convent some time ago, at considerable expense to the Commissioners, and, no doubt, at great inconvenience to themselves, yet not one of them has since started a Cookery class in her school. This, of course, is mainly due to the absence of local aid towards the necessary equipment for establishing a class of the kind; but it is also due to some extent to what I regard as a mistaken idea as to the ways and means by which a practically useful Cookery class could be carried on in a country school.

"It is a subject of complaint with the teachers of this district generally that no opportunity had up to the present been afforded them of getting instruction in Hand-and-Eye Training or Elementary Science. I am pleased to know, however, that a Hand-and-Eye class has just been started in Carlow and another in Maryboro', and that a third will commence in Portarlinton immediately."

Mr. M'CLINTOCK:—

THE NEW
SCHOOL.

Castlebar
Circuit.

"In the comparatively small number of schools where the teachers have caught the spirit of the Revised Programme, the pupils show evidence of increased intelligence. The improvement in Reading is more general than in any other subject. More attention is being given to explanation, proper grouping of words, and correct expression.

"Some progress is being made in Grammar on the new lines, and Writing and Spelling may be described as very fair. Composition is improving. Increasing facility is shown in Mental Calculation. Weights and a beam and scales have been provided in only a few cases. Measuring and the computing of areas and volumes are taught, but the other practical portions of this subject have scarcely been touched. Needlework is now taught to the first standard, and the full extent of the Programme in the other standards is being fairly covered: collective teaching has not yet become general. As regards the new subjects which have been introduced, I cannot report much progress except in the case of Physical Drill. Their educational value up to the present is small, and general efficiency cannot be expected until the teachers themselves have been taught, and the schools properly equipped.

"There is practically no equipment for teaching Object Lessons and Elementary Science, or, with the exception of the Convent Schools, Kindergarten methods and Manual Instruction. Dotted blackboards and a supply of suitable paper for Drawing are being introduced. Where Music is being attempted for the first time a modulator has in a few cases been obtained, but many teachers have confined themselves to singing by ear. In County Carlow three schools, and in County Kilkenny one school, were being furnished with Cookery apparatus when I left; but beyond this, there has been no attempt to equip any ordinary school for Cookery and Laundry Work. During the year I examined two Convent Schools fully equipped for Cookery and Laundry. The conductors of a fifth Convent were fitting up a room with a view to introduce this subject."

Mr. C. SMITH:—

Cork (2)
Circuit.

"At the outset teachers looked upon the New Programme as a very formidable obstacle to be negotiated; its various and minute details at first glance presented many and serious difficulties. This is still true of a large number of them who have not yet carefully studied it; but many are now beginning to grasp its true bearing, and do not find much difficulty in complying with what may be called reasonable requirements. Few seem able to grasp the idea that they are entitled to make out their own programme; the only official requirements as to its acceptance being that it is reasonable in quantity and suitable to the locality. In too many instances teachers aim at doing too much, with the result that a superficial smattering is attained which quickly passes away without any abiding educational advantage.

"The New Programme gives place of honour to Reading, and there is no doubt but additional time and care are being given to it, and improved proficiency is the result. The question of Historical and Geographical Readers long perplexed the teachers; this is now largely solved by the combined publications that have been put on the Board's List; but I am unable to say that much geographical or historical knowledge has as yet resulted from their use. In Arithmetic the sudden change from the abstract to the concrete, from cards to practical common sense methods, has proved too much to be negotiated in a short

THE NEW
SCHEME.Cork (2)
Circuit.

space of time ; hence the process has been tedious and the progress slow. At the same time, I am of opinion that intelligent treatment is steadily, if slowly, usurping the place where mechanical rules were once firmly enthroned.

"Fairly reasonable progress is being made in Manual Work, Drawing, and Drill. Elementary Science and Object Lessons are not often met with, and one cannot record much progress herein. Singing is taught in town schools with successful results ; in some country schools the desire to be as *conscientious* with the times induced attempts to be made which were better left undone.

"Cookery and Laundry are gaining in favour, and the much-feared difficulty of providing materials proved in reality to be unfounded. In many instances more than the requirements for the lesson is forthcoming. Not many schools have yet tried Laundry work, but the few that have done so state that the girls appreciate their lessons therein."

Mr. W. A. BROWN:—

Glennel
Circuit.

"There has been a praiseworthy effort on the part of the teachers to introduce singing. The stimulus given to this branch by the organisers is very marked. There can be no doubt of the merit of the work they are doing. I have been able to test the results of their visits to the schools, which testify equally to the skill of the instructors and to the rapidity with which the Tonic Sol-fa system can be taught.

"Drawing is being attempted almost everywhere, but in a number of cases with but little advantage, owing to the teacher's lack of training. The drawing of plans and scale-drawing are being carried on in many of the schools, and as the value of these is being impressed at all visits, their universal adoption will soon be secured. The superior teachers take care to teach the doctrine of proportion in this connection. Measuring and the calculation of areas are almost universally practised.

"Notwithstanding the very prominent position assigned to a knowledge of Decimals in the Programme, the instruction given in this branch of Arithmetic is worse than in any other. The explanation of this is probably that all the teachers have not yet shaken off the irrational method of teaching rules without giving principles.

"I am not at all disposed to agree with much that has been said about the falling-off in Arithmetic in the schools. The decline is rather apparent than real. There is less pretence now than there was formerly.

"It is now possible to report that Mental Arithmetic is being specially attended to in the majority of the schools.

"Reading continues to improve, and the greatly increased use of lessons in dialogue has produced considerable improvement.

"The substitution of Analysis for Parsing has been fully justified by the result. The pupils are able to deal with a passage much more intelligently than they were under the old regulations. The correction of errors of speech is having attention, but more systematic instruction of the kind is desirable.

"Of the work being done in Composition, it is also possible to speak favourably. One hears the junior pupils checked for not giving complete answers—an advance on former years—and the tests in Composition have generally shown that there is more careful teaching than formerly.

"Drill is popular. It is universal in some form; even those teachers who have not seen an expert instructing, carry out physical exercises, using text-books. The pupils of all ages take great pleasure in this branch." THE NEW
SCHEME
Clonmel
Circuit.

"I have seen no instruction in Elementary Science. A considerable number of Equipment Grants have, however, now been made.

"Very few of the teachers have yet had training in Hand-and-Eye work. Nothing more than Drawing and Paper-folding was to be seen in the schools in my charge. There has not been a complete course in Hand-and-Eye in the Clonmel Circuit.

"The teachers find Object Lessons a difficulty. They are new and need skilful handling, as well as more exertion, on the part of the teacher than most other branches. The majority have now text-books to assist them."

MR. DALTON :—

"The proficiency in the formative subjects of the Programme, though still much lower than it should be, is, on the whole, beginning to show signs of steady improvement. Foremost among these subjects I place Reading, with the companion and closely-related subjects of Recitation, Explanation, and Oral Composition." Limerick
Circuit.

"Written Composition, too, is being taught on more scientific lines, and a corresponding improvement of proficiency is visible. The teaching of Grammar and Arithmetic is being conducted on more practical and rational principles, and the mental product in the case of the pupils is not only better adapted to their life needs, but also more efficacious as a purely intellectual invigorator.

"There has been a good deal of delay in introducing the full course of practical Arithmetic in all the standards, owing to the want of the necessary apparatus. Everybody looks to the State to supply equipment, and suggestions as to the desirability and feasibility of making some little effort locally are invariably met with the plea of poverty.

"In addition to the English and Arithmetic courses, the subjects generally found in the school curricula here are Needlework (for girls), Drawing, Drill, Vocal Music, Elementary Science, and Cookery (for girls). I have written down the names of these subjects in the order corresponding to their frequency of occurrence in the schools.

"Drawing and Drill have been introduced into, I might say, all the schools.

"The year's work in Drawing does not deserve to be described as anything more than a modest commencement.

"The teachers as a body—the certificated as well as the non-certificated in the subject—are only beginning to see how to set about giving a well-arranged course of instruction in Drawing.

"The aid of the skilled organiser would be of the greatest service to us in this and other kindred matters.

"Up to the present we have been favoured with very little help or guidance from without; but we are in hopes that better fortune in this respect may be in store for us.

"The attempts made, so far, in Vocal Music and in Elementary Science have been very limited in scope, and feeble in point of effectiveness. A fair measure of success has been achieved in the case of Physical Drill.

"Most of the female teachers of the Limerick and Rathkeale Districts have been trained by lady organisers in Elementary Cookery and Laundry, and the majority of these teachers are competent to instruct

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Limerick
Circuit.

school children in the subject. A fair proportion of them have made an effort to carry on the instruction in the schools; but the want of apparatus, the absence of local encouragement, the difficulty of incorporating instruction of the kind in the regular school curriculum, have told seriously against them; and, as far as I can see at present, except something is done to infuse new life into the working of this important branch of the programme, the teaching of Cookery and Laundry is likely to languish, and even to die out in the rural school.

"This anticipation does not apply to the Convent Schools. Practical Cookery is efficiently taught in all of them without, I think, a single exception."

MR. LEHANE:—

Galway
Circuit.

"All along the seaboard from Galway to Cashel, Irish is almost exclusively the language used. Irish is also generally spoken in the Arran Islands, and the district, as a whole, is an Irish-speaking one.

"The people manage to subsist along the sea-shore by fishing and by raising potatoes and oats on patches of bog, or on patches of earth that they dig up between the rocks. There is not, I believe, a plough along the shore between Galway and Slyne Head.

"The condition of the Island schools is wretched in the extreme. They are exposed to the roughest of storms. The rooms are often badly heated, the children are always badly clad and frequently badly fed. Effective teaching under such conditions is well nigh an impossibility. The question of affording special facilities for providing suitable school buildings in these Island cases is a matter worthy of special favourable consideration.

"The schools are, as a rule, fairly well provided with ordinary literary teaching appliances, including a fair supply of drawing materials. In a few schools there is a sufficient supply of Singing sheets, but the general rule is, even in schools where the teaching of Singing has been carried on for some time, that there is either an insufficient supply or none of these sheets. Except in four Convent Schools and one Monastery School, there is no proper equipment for carrying on instruction in Hand-and-Eye Training and in Experimental Science.

"The Grants of the equipments necessary for giving instruction in these two last-named subjects must be made to the schools before the subjects can be taught, as the parents of the pupils, even if they were disposed to do so, cannot provide them.

"Nearly all the schools are heated by means of turf fires. As the supply of turf is abundant, the heating is in most cases adequate. In some of the Islands, however, no turf is to be had; the islanders have to import their turf from the mainland, and the schools sometimes run short of fuel in winter.

"A syllabus of the instruction proposed to be given each week is now, I believe, made out by every teacher in the district. This syllabus is made out before the commencement of the week to which it refers, and the making out of it necessitates some previous consideration of and preparation for work by the teachers. Many teachers also have specially marked sets of Reading Books and a few have made out notes for Object Lessons.

"Of the new subjects, Drill, Object Lessons, and Drawing are commonly taught. A good supply of drawing patterns, pencils, and exercise books is provided for teaching Drawing.

"In the beginning there was a short-lived scare in connection with the Drill, but it is now one of the most popular of the school subjects.

"Object Lessons are seldom well given. The teaching consists frequently of detached scraps of information and is very often conducted in the absence of the object under consideration, or even of a pictorial representation." THE NEW
SCHEME
Galway
Circuit

"Many teachers are now commencing collections of objects with a view to form little museums; these collections will, as time progresses, i.e., I hope, judiciously and materially enlarged, and will provide a fair amount of objects suitable for illustrating these lessons.

"Little has been attempted in Experimental Science, Hand-and-Eye Training, and Cookery.

"Cookery is taught in one school, and Hand-and-Eye Training has been attempted in twelve schools. Six of the schools in which Hand-and-Eye Training is given, are infant schools, and the instruction given is on the lines of the Old Kindergarten Course. In the six other schools the instruction given is very elementary, and is confined to a little stick-laying.

"The two chief obstacles to instruction are want of suitable apparatus and want of proper special training of the teachers in these subjects.

"Pending some special training in Elementary Science and Hand-and-Eye work, teachers have hesitated about introducing these branches into the schools. Now, however, that courses of lectures in these subjects are about to be commenced here, and that free grants of teaching apparatus are about to be made, there is hope that in several schools these subjects will soon be introduced.

"The classification of the pupils is very low. It is quite usual to find one-half of all the children in the school in the First Standard, and very few reach the Fifth or Sixth Standard.

"I believe that Reading and Composition have improved, but that Arithmetic has deteriorated."

MR. NICHOLLS:—

"The worst—because the most difficult—lesson is the Object Lesson. I cannot say I have heard a really good Object Lesson yet given." Portarlington
Circuit.

"Little has been done in the Hand-and-Eye Training beyond drawing (of the old type—putting a printed copy before the pupils, and saying 'draw that') and paper-folding.

"Mental Arithmetic suffers, I believe, from the habit teachers have acquired of relying on paper and slate work. Whatever be the cause, it is a generally unsatisfactory subject.

"Viewed as a whole, with reference to its effect upon the children, I am glad to be able to conclude, and many teachers agree with me, that the New Programme has already had an enlivening and brightening effect upon the pupils."

MR. CONNELLY:

"As to the introduction of the subjects of the new syllabus, the practice was to await the arrival of experts, who were delivering peripatetic lectures, but had not visited the district. Drawing and Singing, where not already taught, were very generally adopted. The new subject of Drill was accepted with alacrity, if not with enthusiasm. The Teachers' Associations, very much to their credit, employed military or other qualified instructors, who lectured on Saturdays before the members. I may add here that the Cookstown Association, in addition to Drill Lectures, also organised a course of Saturday lectures on Drawing for the benefit of its members." Dublin (2)
Circuit.

THE NEW
SCHEME.Dublin (2)
Circuit.

"Under the new regime an improvement in Reading is perceptible. The introduction of Composition in the Fourth and even Third Standard has been easily accomplished and sometimes the fourth write more easily than the Fifth. Composition in its elementary stage has occasionally also been begun among the younger children in connection with word-building.

"Speaking generally, I cannot say that I have been struck with the training given to infants. The work in itself is irksome and calls forth the best teaching talent. It requires sympathy and patience. Too often, I am afraid, the work is routine; and a monitor, if available, is told off to do that for which the highest ability is needed. The little ones may have a chance in a large school—in a small school they have not much. Multifarious subjects and many standards under one teacher preclude adequate consideration for them, although it might be thought that any teacher who looked ahead and thought of his school in the years immediately to follow would be anxious to lay his foundations surely and securely, that he might afterwards build easily and rapidly.

"The teachers of Dublin and Wicklow generally have enjoyed opportunities of attending lectures from experts on Manual Work and Drawing, as well as some instruction in Cookery and Singing. Paper-folding is generally taught, and is easily followed by the children. It has hitherto been always done from the black-board, on which are drawn diagrams to be translated into their counterpart on paper.

"Drawing is also taught universally even to the youngest by means of dotted paper and dotted black-boards. It consists almost exclusively of straight lines in various relations. The teaching is systematic and within the capacity of the youngest, who display appreciable aptitude and ability.

"For Object Lessons much as yet cannot be said.

"There very seldom is a Sixth Standard, because pupils have been retained in the fifth in view of the present wider requirements. Often in the other standards children are too young for their work. The teachers promote them against their own better judgment, and allow themselves to be hampered by the complaints of parents who know nothing of the amount to be done, and think that, as formerly, the children should run up from one standard to another with the same celerity."

Mr. WORSLEY :—

Ballinasloe
Circuit.

"Geographical Readers have commonly been introduced, and in some cases combined Geographical and Historical Readers. Historical Readers have not, for the present, been much adopted. The Geographical Lessons are not, in my experience, taught with reference to charts, maps, or globes. While I do not observe any greater attention to distinctness of articulation or expression in reading, I have, on the other hand, to report some greater interest and skill in the teaching of explanation of the meanings of words and phrases, and of the matter of the lessons read.

"The greater attention paid to written *spelling* in the First and Second Standards has had a distinctly beneficial effect. Word-building has made very little progress.

"The teachers as a rule are improving themselves in the art of teaching analysis of sentences, from which I anticipate progress. I cannot report as favourably regarding the teaching of the correction of grammatical errors.

Composition.—I believe that the more intellectual character of the Revised Programme is showing itself in the better power of expression, greater freshness and naturalness of ideas in many cases in composition.

THE NEW
SCHEME
Ballinasloe
Circuit.

"Mental Arithmetic is generally unsatisfactory. A little advance is being made in measuring lengths, and in measuring and calculating areas and contents. Measuring is not taught intelligently, a remark which applies largely to the teaching of the decimal or metric system.

"Kindergarten methods and Manual Instruction exist only in a few schools. Drawing is very generally taken up, but in schools taught by teachers who have not had opportunities of learning the subject little proficiency is shown. For the present the drawing taught is almost entirely confined to freehand with some ruling. The blackboard and charts are pretty often availed of. Object lessons are taught in only a moderate number of schools, and only an elementary amount of skill, as a rule, in teaching is exhibited. Singing is very generally taught, and has made great strides. The teachers, who had had no special previous training in this branch, are doing their best to make themselves proficient in it, and the quickness of the pupils' learning is very gratifying. Physical Drill now forms a regular part of the curriculum of the schools. From my observation, satisfactory progress has been made in marching, turns, and in arm, head, and body movements; and dumb-bell and stave exercises are being gradually introduced. Cookery and Laundry are taught in some schools, but the subject shows no tendency to extend itself in the district."

Mr. CROMIE:—

"In the Birr district an improvement in reading, especially as regards intelligence, was effected by the introduction of the New Programme, and considerable progress has been made in singing. Physical drill is now successfully taught in a large number of schools, and, generally speaking, the tone is brighter and more promising than it was under the old system. Not much progress has been made in Manual Instruction and Elementary Science. This was due when I was in the district (1) to the small number of Teachers trained in these subjects, and (2) to the want of suitable equipments.

Cork (2)
Circuit and
Birr District.

"The teachers of Bantry district have not had the opportunity of visiting classes taught by Organizers, but they have, as a rule, effected considerable improvement in all those branches of the Programme of which they had previous knowledge.

"When I was in charge of the Birr district Organizers in Singing had classes in Birr, Nenagh, and Roscrea. These were largely attended and had a very beneficial effect on the great majority of the schools in the district. It is to the credit of Mr. Goodman's assistants that their visits aroused general enthusiasm amongst the teachers who, as I mentioned above, afterwards attended classes in these towns for instruction in other subjects. Classes in Cookery were also held in Birr and Roscrea.

"A few teachers received training in Manual Instruction, but there were no general classes in the district either in this branch or in Elementary Science.

"No Organizer has yet visited the Bantry district, and, in consequence, little progress in the newer branches can be recorded."

**THE NEW
SCHEME.**Castlebar
Circuit.**MR. O'REILLY :—**

"In the first examinations held after the change of system, there was a noticeable falling away in the answering even in subjects coinciding in the old and new programmes. These subjects have since recovered the ground lost. The proficiency in the new sub-heads in written and spoken English and in Arithmetic is very varied. In some, not all, of the town and convent schools, they have been taught with very satisfactory success. Many of them are still in a very defective state in the small rural schools in charge of a single teacher. In all, however, they are now fully embodied in the school course.

"In town and convent schools Singing, Drawing, Object Lessons, and Drill have attained a very fair standard of proficiency. In many of these schools Drawing and Singing were taught under the old system. A small beginning in Vocal Music has been made in almost all schools. Drawing is almost as universally taught as writing. There is no subject in the New Code which the teachers seemed so slow to approach as Object Lessons. Very few of them have yet seized the real spirit of this exercise."

MR. O'RIORDAN :—Clonmel
Circuit.

"The proficiency of the pupils continues to be fairly good. I am glad to notice a steady improvement in Reading and in the explanation of subject matter. Arithmetic and the other subjects are now being taught in a more practical and intelligent manner than formerly.

"I cannot say that I have observed much improvement as regards the smartness of the pupils, and this is a weak point which I have been endeavouring to get remedied.

"Drawing and Paper-folding have been introduced into all the schools in the town of Clonmel and its neighbourhood. Courses in Singing have been held in Clonmel, Carrick-on-Suir, Cahir and Clogheen, and this subject has been introduced into a considerable number of schools with reasonable success. Classes in Needlework have been held in Clonmel and Carrick-on-Suir, but sufficient time has not elapsed to enable me to judge of their effect. Very little Cookery and Laundry Work has yet been taken up. Several teachers have been trained by local instructors in Physical Drill. Very good results have followed in improving the carriage of the pupils and the order of the school. Elementary Science has not yet been attempted to any appreciable extent, and the Object Lessons given are of very little value.

"Collective instruction of various standards in one Division has been adopted in the smaller schools in such branches as Paper-folding, Drawing, Singing, and Physical Drill, and to a limited extent in the other branches, and this arrangement works well."

MR. DICKIE :—Dublin (2)
Circuit.

"Evidence of increased intelligence in the pupils and of increased initiative in the teacher there is in abundance.

"Most of the schools are now equipped with two sets of readers, the one literary and the other geographical, the Reading is almost everywhere clear and correct, while in very many of the schools the diction is enunciated with expression and taste. The knowledge of Geography, however, shown by the pupils is often disappointing. Historical readers are used in very few of the schools.

"Spelling, as now taught by the medium of written exercises and word-building, shows considerable progress, and the introduction of

Composition earlier in the school course has much increased the pupils' power of expression. The substitution for the old parsing of a system of analysis, combined with a knowledge of simple syntactical relations, is working well, so far as my observation goes.

THE NEW
SYSTEM.
—
Dublin (2)
Circuit.

"The changes in the Arithmetical programme have been received with much unfavourable criticism. I am not here concerned to either attack or defend them: but I may, perhaps, be allowed to remark that in certain points some reconsideration seems desirable. Much more attention is given now to mental calculation, and concrete or problem work is being introduced into the lower standards, and so far the advance made is undeniable; but amongst the senior pupils, in very many cases, little has been effected. The fact is, I believe, that many teachers have not yet grasped the idea underlying the changes.

"Hailed at first as a panacea for our educational shortcomings, and then hurriedly rejected as quite too simple a remedy for such a complicated disease, Manual Instruction seems now to be gradually assuming its proper place as an humble but important part of the curriculum. For many years past a band of enthusiasts in the German Empire have been endeavouring, with but scanty success, to get their system of Manual Instruction officially recognised. The educational prestige of Germany has attracted to their Training College at Leipsic students from most of the civilised nations. And, nevertheless, in Germany Manual Instruction remains an "extra" taught only in a small proportion of the schools, and to only a few of the pupils of those schools.

"Some two years ago, while on specially extended leave, I visited the Leipsic College. I worked through rather more than half the course set down for certificates of competency, and I subsequently visited a number of schools in Leipsic and Dresden where Manual Instruction was being carried on. I have just now finished, with a number of colleagues, attendance on a course of lectures in which Mr. Bevis, Head Organiser, has expounded his system.

"Comparing the two methods, whether as regards the training course or the work done in the schools, I consider the Bevis system the better. So much I may say, without wishing unduly to praise this kind of instruction, which has suffered at least as much from the exaggerated praise of its friends as from the indiscriminate abuse of its enemies. On its value all are agreed, and the only point which causes discussion is the manner and extent of its introduction.

"The substitution of scientific Object Lessons for actual Science teaching, which is at present permitted, I consider an extremely wise step. Beyond this initiatory stage, many of the schools, I fear, will never go; but, even so, some particle of the scientific spirit will have been introduced into them.

"Cookery and Laundry Work has not been largely taken up. About twenty lay teachers attended the training classes in District 29, but of these only six or so could be induced to begin the instruction in their schools. Managers do not take a very lively interest in the matter, and in this as in kindred cases, local parties exaggerate the difficulties to be encountered.

"Vocal Music is now taught in the majority of schools, sometimes by ear only, but generally by note.

"Some form of Physical Drill is taught practically everywhere, and is generally very well carried out.

"My conviction is that, in spite of the temporary confusion caused by the sweeping changes of 1900, progress has been made. The incompetent and the idle have, unfortunately, profited by the application of a

THE NEW
SCHEME.

less rigorous standard to their work, but teachers of a better stamp have shown both initiative and zeal under the new conditions. Arithmetic is the only subject which seems to me to have retrograded, and, perhaps, this loss is rather apparent than real."

MR. NEWELL :—

Limerick
Circuit.

"Reading is now much better taught than it used to be. The increased prominence given to it in the New Code has led to increased attention being devoted to it in the schoolroom.

"Geography has, I fear, suffered somewhat during the year, because of the new conditions requiring it to be taught mainly from the Reading books.

"The introduction of Physical Drill and Manual Instruction led for a time to some decrease in the attendance.

"Some parents and pupils caught up the notion that the Drill being introduced had some connection with the War in South Africa, and as a result a large number of children remained away from school for a time. At present, however, the subject is the most popular in the schools.

"Such exercises as paper-folding, wire-bending, and brick-laying (the only ones taken up so far in most schools) may be very suitable for young children, but are scarcely likely to impress ordinary parents very forcibly as to their utility for grown up boys and girls."

MR. McALISTER :—

Waterford
Circuit.

"The subordination of Grammar, Spelling, Penmanship, &c., to Reading and Composition, and the introduction of more practical Arithmetic have already rendered the development of the intellectual powers of the children of easier accomplishment. Manual work as exemplified in paper-folding has proved attractive to both pupils and teachers. I have, however, been struck principally by the influence of Singing and Drill in smartening the pupils and vivifying the general work."

MR. FITZPATRICK :—

Killarney
Circuit.

"I am of opinion that the majority of the teachers devote but little time to the preparation for work in the class.

"Unfortunately very few of the teachers in this section of the circuit have received instruction in the new subjects of the programme; and, until they have, they are likely to consider the teaching of these subjects too difficult.

"Drawing has been taken up generally but with little success. Singing, too, has been attempted in some cases, but the results are very unsatisfactory. So far as I have been able to observe there is little or no change in the methods of teaching.

"Reading receives much more attention than it did formerly.

"Grammar and Analysis are fairly well taught, but have as yet little influence on the speech of the pupils. Even the Object Lessons are carried on mainly by question and answer.

"Writing shows but little progress. I have seen no black-board instruction given in it.

"The Convent Schools, of which there are five in this portion of the Circuit, merit special attention. They form a class apart. The buildings are exceptionally good, being large, airy, and well lighted. The furniture and fittings are excellent, and the equipment generally is far

more complete than in the ordinary National Schools. The members of the staffs are extremely zealous and devoted to the work of teaching. They are also anxious to receive suggestions and to carry them out. I consider that it is only in these schools that the New Programme is receiving a full and fair trial, and that the trial, so far as it has been carried, is attended with highly satisfactory results. The answering of the pupils is very good, and shows intelligence much above the common standard. In bearing the children are bright and smart, and by their good manners make a favourable impression on the visitor. Taken all round school life under the Nuns appears to be pleasanter, more cheerful, and at the same time more fully occupied than in ordinary schools."

THE NEW
SCHEME—
KILLARNEY
Circuit.

MR. COYNE :—

"The introduction of the new methods of instruction of the Revised Programme has had the effect of rendering the work done in the schools less mechanical, more intellectual, and consequently more efficient and more beneficial to the pupils."

Cork (1)
Circuit and
Cavan Dis-
trict.

"The Reading has become more intelligent, and the principles of Arithmetic are being taught. English Composition does not show so marked an improvement, but I have no doubt regarding it in the future."

"Paper-folding is being taught in about twenty schools, the teachers of which attended a course of instruction in Hand-and Eye Training recently given at Oldcastle. Three Convent Schools, in which Kindergarten has always been taught, are not included in the foregoing. Cookery is taught only in three ordinary and one Convent School. Elementary Science has, as far as I know, not been introduced in any school yet, owing to want of equipment or to want of technical knowledge or training on the part of teachers; but Object Lessons are given in almost all the Schools. With regard to the latter, I may here remark that the instruction consists too much of talk about, too little of investigation of, the properties of the objects."

"Drawing is taught in most of the schools, but the attempts made in those schools where the subject had not been previously taken up are of an elementary nature. Singing is attempted in all the schools where the teachers can sing, and in some schools, too, where they are but indifferent singers. Physical Drill is very popular, and is taken up generally. The teachers in the neighbourhood of the town of Cavan employed the services of a drill-sergeant on Saturdays for a considerable period in order to become proficient in this art; while some, in the country districts, fell back on the rural policeman."

MR. HUGHES :—

"The proficiency in some subjects has improved, notably in Reading, while it has retrograded in others, as Grammar, Geography, and Arithmetic."

Limerick
Circuit.

"On the whole I am inclined to think that the general intelligence and smartness of the pupils is on the increase; but it will be some years yet before they will be increased to a very appreciable extent."

"The new subjects, or rather the old ones taken up in a new manner, are being taught conscientiously by most teachers. Those who have been properly trained in the new method are, almost without exception, doing good work. In the case of those who have not yet been trained in them, the most prevalent fault to my mind, is over-zealousness. They are attempting too much. They fail to grasp the fact that what is wanted is a little done well, rather than a great deal done superficially."

R

THE NEW
SCHEME.
—
Limerick
Circuit.

"Many teachers, at considerable expense and inconvenience, attended classes in Physical Drill, Vocal Music, Cookery, Manual Instruction, &c., that they might introduce these subjects into their schools. Some even spent considerable sums to provide the necessary apparatus for the proper carrying out of the New Scheme, as in very few cases was local aid available for this purpose.

"Those portions of the New Code that so far have been least successfully introduced, are Cookery and Elementary Science. The obstacles to the introduction of the former are, want of properly qualified teachers, unsuitable fireplaces in the schools, and the difficulty of obtaining proper utensils and materials. Even when these difficulties do not exist, the teachers are sometimes averse to taking up this troublesome subject. In the case of Elementary Science, the chief difficulty is the want of funds to provide the necessary equipment.

"In rural schools properly devised Object Lessons might, for the present, take the place of Science. So far, however, Object Lessons, as taught, have been more or less a failure.

"Since the New Scheme was launched Vocal Music and Drawing have been more extensively taught, the latter more successfully.

"The New Scheme has produced a decided change for the better in Reading, which is now regarded as the most important subject in the programme.

"On the whole the teachers are to be congratulated on the honest attempt they are making to carry out the New Scheme."

Mr. CUSSEN :—

Cork (2)
Circuit.

"The general proficiency is very fair. There is evidence of increased proficiency in Reading, Explanation, and Mental Arithmetic, and the movements required for school work have been improved by Drill. There has been a great increase in the number of schools teaching Singing.

"Only one or two schools attempted Elementary Science, but Object Lessons are usually taught. The Object Lessons are usually poor.

"Kindergarten, to the extent of Paper folding, is taught in a large number of schools with fair results."

Mr. McENERY :—

Clonmel
Circuit.

"The children generally have become brighter and happier, and their work, being more practical than formerly, is consequently more attractive and interesting. The training of the more talented pupils can be carried on with greater freedom and under more genial conditions, while the dull or slow ones can be enrolled in the standards best suited to their natural aptitudes, and where they can work with most advantage to themselves. The frequent change of occupation, too, provides a welcome relief from the monotony of the old curriculum. Oral answers are given with greater fulness, and with more intelligence and correctness than formerly, and, in spite of a much more extensive programme, the proficiency has improved in all the old subjects with the exception of Arithmetic and Spelling.

"Reading is more systematically taught than it formerly used to be, and, generally speaking, a marked improvement in its quality has been effected, especially as regards clearness, fluency, and intelligence. More attention is also given to the eradication of local vulgarisms, of incorrect

pronunciation, and defective enunciation. Expression, however, in its proper sense, is rarely up to a good standard. In several schools some knowledge of Geography and History is conveyed by the use of Geographical and Historical Readers, and much useful topographical information is imparted with the aid of the Ordnance Survey maps of the localities which are now found suspended in most schools.

THE NEW
SCHEME.
Clement
Circuit.

"The penmanship now met with in most schools gives evidence of care and accuracy of execution, and altogether a fairly legible and useful style of writing is being cultivated.

"The black-board is more frequently used than formerly at the writing lesson, and, with its aid, the pupils are taught to observe the constituent parts of the letters they have to write, and the methods of joining the several parts of a letter and the several letters of a word. Strict attention is in many cases also paid to the character of the writing and to the general neatness of the Exercise Books as well as to the careful marking of errors by the teachers and the correction of them by the pupils.

"Word building is more or less practised in nearly all schools, but its influence so far on correct spelling has been inappreciable. Punctuation is neglected in most schools.

"Composition, though the most difficult of the elementary subjects, is making fair headway under the new scheme. The introduction of oral Composition cannot fail to give a great impetus to this subject in all standards. In view of the fact that the generality of children attending country schools hear so little correct English spoken at home, the value of precision of statement in oral answering, and of giving a continuous and connected account of the substance of a lesson, cannot be exaggerated.

"Grammatical Analysis is systematically taught in nearly all schools, but grammatical errors, both in speaking and writing, are still very prevalent.

"Arithmetic is the least satisfactorily taught of the three elementary subjects, in spite of the prominent position it formerly occupied. This is no doubt due in a great measure to the greatly-diminished time now given to this subject. Rarely has the whole programme been attempted, and much of what has been taught is imperfectly understood. The paper-work, too, shows deterioration in point of accuracy.

"Weighing and fluid measurements have not yet been attempted except in very rare cases, but a beginning has been made towards acquainting the senior pupils with the methods of the metric system. A good deal of practice at Mental Calculations is now given in most schools, and already the pupils have acquired considerable expertness at these exercises.

"Kindergarten and Manual Instruction, outside of a few organised infant departments (and one or two other schools, the teachers of which have received a course of training in the subject), have not been much practised. A few varied occupations in the form of stick-laying and paper-folding have, however, been introduced into the time-tables of several schools.

"Drawing is making its way into most of the schools, and in many cases already the results of the first trial are encouraging. Ruler work is fairly satisfactory, but memory drawing and scale drawing have not been often attempted.

"In Elementary Science the instruction has in most schools been confined to Object Lessons on common things, pending the training of the teachers in this subject.

THE NEW
SCHOOL.Clonmel
Circuit.

"Cookery was taught in two only of the schools visited by me during the past year, whilst Laundry has not been taken up in any of these schools.

"Needlework is now taught mostly on the collective plan, and with results commensurate with the time that can be bestowed on it.

"Singing, depending as it does chiefly on the capability of the teacher, is taught with varying success. The number of schools giving systematic instruction in this subject is larger now than at any previous period. In a large number of schools it is taught by note. A great impetus has been given to Singing by the courses which are being organised for teachers at various centres through the country.

"Physical Drill is taught in all schools, and is undoubtedly the most popular and attractive subject of the Revised Programme, and in not a few schools the morning work is commenced with Drill exercises to ensure punctuality. Generally speaking, the subject is taught with very fair success, considering that many of the teachers have not been through a course of Drill exercise themselves.

"Although the New Programme has found much favour amongst teachers and pupils, it has hitherto met with considerable opposition from parents. The general clamour appears to be for more Arithmetic and less Drill and Paper-folding, to silence which the teachers in many cases are obliged to curtail considerably the programme in Hand-and-Eye work against their own better judgments."

MR. P. J. FITZGERALD :—

Waterford
Circuit and
Millstreet
District.

"The general proficiency in the districts in which I have inspected for the twelve months may be described as very fair. The Revised Programme has not been long enough in operation to produce the beneficial results expected from it. The new subjects, which are intended in a special manner to appeal to the intellect and to develop the children's powers of observation and expression as well as to promote the formation of exact habits of thought, have not yet been so generally introduced into the schools as to leave marked traces of their efficiency.

"The standard in Reading has undoubtedly been raised in one particular, viz.—in respect of distinctness—but not yet very much raised. The standard in Arithmetic has not been raised at all in the Ennis-corthy District, and had been raised very little in Millstreet, though for the latter I can certify that the instruction was proceeding on better lines when I left.

"The Drawing lessons were a distinct improvement on what has passed for Drawing for years, and the Manual Training, so far as it has gone, has undoubtedly smartened up the children.

"I have not seen any of the teachers at work on the Elementary Science Programme. Many have taken up Object Lessons, but with very limited success indeed.

"The organizers of Cookery and Music have been at work in the Ennis-corthy district. Good progress has been made in Music. Cookery has been introduced into five Convent National Schools and two ordinary National Schools. Several other teachers had attended the organizer's lectures, but had not taught the subject in their schools.

"The new system of 'Demonstration Lessons' in Needlework is making headway slowly.

"Very many schools, almost all, have introduced Drill. Where the ordinary school discipline is good, the Drill is done with precision. The physical exercises are already producing effect in improving the attitude and gait of the pupils."

Mr. WELPLY :—

"As regards the proficiency attained in the new subjects, little can as yet be said, as a year has, in many instances, not yet elapsed since their introduction. I think I perceive an advance in Reading; Drawing is better taught; more attention is paid to Composition, and to correction of grammatical errors and local vulgarisms. Physical Drill has been introduced generally with good results."

THE NEW
SCHOOL.

Killarney
Circuit.

Mr. LYNAM :—

"Where the Revised Programme has been adopted with even a small amount of success, that is, in the majority of the schools I have inspected, there is a marked increase in the intelligence and smartness of the pupils. This has been noticed by clergymen and other visitors to schools. The altered standard set in Reading and in Oral Composition largely accounts for this; while the teaching of Physical Drill has been very beneficial. The latter subject has been taken up universally with excellent results so far as discipline is concerned, and with an already noticeable improvement in the carriage of the pupils. Drawing has been taught in every school I inspected; and though in many cases the teacher has no training in the subject, yet the results were always of some, and sometimes of very considerable value. In a very few cases, where the subject was manifestly beyond the teacher's reach, I recommended that Singing be no longer taught; but in the majority of schools I found the pupils able to sing school songs not un-musically, and with some knowledge of the modulator. In these three subjects—Physical Drill, Singing, and Drawing—I consider that excellent progress has been made, and that the effect is highly beneficial to the pupils. Some 40 or 50 teachers have been trained in Cookery and Laundry but only a very few are teaching it in their schools owing to the expense entailed. Where the subject has been undertaken, it is taught very well."

Cork (1)
Circuit.

"Manual Instruction has been undertaken in a large number of schools. In many cases the teachers were untrained in the subject; in others the senior classes were put to the branches of the subject assigned to the juniors in the programme. The effect in these cases was very prejudicial, as a strong prejudice against the whole subject was aroused among both pupils and parents. Where the subject is being taught on the lines laid down by the programme and the sub-organisers, it is doing well. Its educational effects must necessarily take some time to become apparent. Except in some half-dozen or so schools, Elementary Science has not gone beyond the stage of conversational Object Lessons on Common Objects. These lessons are not generally by any means successful, and the teachers are greatly at a loss in conducting them. In this branch of the subject they do not appear to get any assistance from the sub-organisers."

Mr. McMILLAN :—

"I have not observed any striking increase of intelligence in the pupils since the new system came in, but the new methods are still, to a large extent, so little understood in this district, that it would be premature as yet to look for evidences of the improvement which may be reasonably anticipated. Besides, there cannot be much progress looked for in the new subjects, until the teachers themselves are more familiar with them. Another obstacle to progress is the want of funds for equipment. Very few schools have as yet been provided with the

Castlebar
Circuit.

THE NEW
SCHEME.Castlebar
Circuit.

weights and measures necessary for teaching the New Programme in Arithmetic, and where they have been got it has been, except in, I think, one single instance, at the teacher's expense. Various teachers have paid for drawing charts, modulators, &c., out of their own pockets, but this is not reasonable, as they have already too much to do in this respect.

"Geographical Readers have been introduced into many schools, but in some, only such very elementary numbers as are useless to senior pupils. Several teachers have procured one or two copies of different numbers of a series of Geographical Readers, and these are passed round at the Reading lesson.

"In only a few schools have Historical Readers been introduced, there being special difficulties in the way.

"Some progress has been made in teaching Grammatical Analysis.

"Composition does not get due attention. Pupils in such districts as this cannot be expected to do anything at Composition without careful teaching, yet I have scarcely ever seen any attempt at instruction in this branch, such as making use of the blackboard to show how a simple description or letter should be undertaken. Punctuation, indeed, is little understood, pupils of fifth and sixth standards constantly writing letters or essays without a stop from beginning to end.

"In Arithmetic the proficiency in the higher standards has, I think, fallen somewhat, this being chiefly due to the fact that the subject receives less time than heretofore.

"Freehand Drawing has been attempted in the majority of the schools, and in some, good progress is being made, but it must be borne in mind that very many teachers have had no previous acquaintance with this branch and do not know how to teach it. No Drawing class for teachers has been available.

"Singing has been taken up in a considerable number of schools, often with gratifying results. Useful work is done in some schools in giving Object Lessons, the chief defects with regard to these being the want of proper illustration and of sufficient preparation by the teacher.

"Experimental Science on the lines of the Revised Programme is not taught in any school. As for Manual Instruction, one branch of it—Paper-folding—has been introduced into three or four schools with fair results.

"Kindergarten is taught only in the Convent schools, and Cookery and Laundry only to a limited extent in one or two of these.

"A limited course of Drill and Physical Exercises has been generally taught, and in many instances the work is very well done, the pupils going through the various movements with admirable precision and regularity. A special word of praise is due to the drill done in the Convent Infant school at Foxford and the Ballina Boys' No. 2 N.S."

MR. BRADSHAW:—

Portarlington
Circuit.

"Generally speaking, the children have answered more intelligently under the new scheme, but have not shown so accurate a knowledge of mere facts. I have noted the opinions of seventy-seven teachers on the effect of the New Programme, and, of these, sixty state that it has decidedly increased the intelligence of the pupils by developing their powers of observation and reflection, and making them brighter and more interested in their work.

"Drawing was taught in fifty-eight out of sixty schools, but only twenty-eight teachers had certificates. A good deal of the work, as might be expected, is very indifferently done.

"Music has been taken up for the first time in a large number of schools, but only about one-third of the teachers have had the requisite training. A few songs and some elementary exercises on the modulator are all that is attempted, but even this is gratifying in a district where music had almost died out. THE NEW SCHEME.
Portarlinton Circuit.

"Object lessons form a part of the curriculum in three-fourths of the schools, but the subject, I fear, is not systematically taught, and too often is confounded with pictures or information lessons.

"Manual Instruction—so far as sticklaying and elementary paper-folding—is taught in only seven or eight schools. This subject would, no doubt, have been more widely adopted if the teachers had had the special training necessary.

"Cookery had been introduced in only one country school so far as I am aware. The utensils were supplied by the teacher.

"Reading is generally now more intelligent. The meaning of the passages is very fairly understood, and I do not so often find the substitution of a long word for a short one regarded as explanation.

"In point of style the reading is not so satisfactory. Indistinctness, excessive rapidity, inattention to stops, and to the natural grouping of the words, and a monotonous tone, are all errors still very prevalent.

"The organization of the country schools has, to some extent, been remodelled by the grouping of several standards, but the system of class-teaching is in the main adhered to.

MR. MANGAN :—

"The introduction of *Drill* has improved the carriage and gait of the pupils, and the general order of the school. Ballinasloe Circuit.

"I found *Singing* taken up in almost every school inspected.

"*Drawing* is generally introduced, but the result is indifferent, except where the teacher had some previous training in it.

"Manual Instruction I found in only a few schools, and Elementary Science in none. *Object Lessons* were taught, but they were taught badly, and on no scientific system or plan. Most of the teachers had very crude ideas on what an object lesson ought to be.

"The effects of the new system are seen in the improvement that is so manifest in Composition and Reading, in Explanation, and in Mental Arithmetic."

GROUPING OF STANDARDS.

One of the most important features of the Revised Programme is the freedom allowed and the facilities given for grouping several standards for combined instruction. In large schools in which each standard is taught in a separate room by its own teacher or teachers this freedom is of no avail; but in the small schools, which so largely abound in Ireland, it is of vital importance. It, in fact, tends largely to solve the difficulty so frequently referred to by inspectors in the past, and inseparable from the Results Programme, namely, that of the numerous classes to be taught by the same person. The teachers are beginning to avail of and appreciate this great advantage. GROUPING OF STANDARDS.

They are at the same time adhering very generally to the old "bipartite" arrangement, which is by no means inconsistent with the grouping of standards. Infants and Sixth Standard pupils cannot be taught together profitably at any subject. There must be at least two groups in the small rural school.

GROUPING OF
STANDARDS.

The school-rooms in Ireland are in general adapted to the bipartite arrangement, being provided with desk accommodation for but half the pupils. The idea that underlay the scheme was that at certain exercises the pupils could get on fairly well without the master's direct and constant supervision; and so one-half of the pupils were employed at one of these subjects, whilst the other half were employed at a subject requiring direct instruction from the master.

There was also the object in view of varying the posture of the pupils from sitting to standing, and *vice versa*, at certain intervals. This seems to me to conduce to health and vivacity. I doubt if constant sitting during school hours would suit young Irish school boys. At all events, until the furniture of these small schools is increased and rearranged the bipartite arrangement seems unavoidable. If a desk and seat were provided for every pupil in these schools, very little free space would be left, and much inconvenience would result. The rooms should, in fact, be enlarged considerably beyond the present proportion of space to attendance. It must be clearly borne in mind that for small schools attended by pupils of all standards, from Infant up to Sixth, the same arrangements will not suit as in the case of a room occupied by pupils of the same standard, or of two consecutive standards, who might be taught together at almost every subject.

The following abstracts from the Inspectors' General Reports refer to this topic:—

Dr. SKEFFINGTON:—

Waterford
Circuit.

"There is not much change in the organisation of large schools.

"In the small schools considerable grouping of the standards takes place in Drill, Object Lessons, Singing, and Hand-and-Eye Training and Drawing."

Mr. Cox:—

Galway
Circuit.

"I have no change to record in the organisation in the schools.

"Standards are not grouped to the extent that I think they might be."

Mr. HEADEN:—

Portarlington
Circuit.

"The old bipartite and tripartite systems are being gradually modified or superseded by a system in which all the pupils are engaged simultaneously at one subject, such as Writing, Drawing, &c. The organisation may, accordingly, be said to be in a state of transition; and although the business does not apparently proceed so methodically or smoothly here and there as heretofore, I am satisfied that it will before long, develop a workable and efficient character."

Mr. M'CLINTOCK:—

Castlebar
Circuit.

"The collective instruction in the same subject of two or more standards, as one division, is the chief feature of the new scheme of organisation. It has been almost universally adopted in the case of the new subjects. At first the pupils in schools with one teacher were all taken together, and the process of forming two groups is now going on. In schools with a larger staff sub-division was possible at an earlier stage.

"In English and Arithmetic the same plan has been introduced in some of the smaller schools, but, of course, to a much more limited extent—not more than two standards being included in a division."

Mr. C. SMITH :—

"Not many changes in organisation have taken place beyond the amalgamation of the different stages of the Fifth and Sixth Classes and the division of every school into two for Manual Instruction and Drawing."

GROUPING OF
STANDARDS.

—
Cork (2)
Circuit.

Mr. W. A. BROWN :—

"There is now more combined teaching of standards in schools Clonmel having but one teacher. Whether for good or evil, the step was inevitable in such cases. I do not think that there has been much loss to any pupil, while the advantage to many is certain."

—
Circuit.

Mr. O'REILLY :—

"The new liberties of organisation have proved a great boon to the teachers in sole charge of schools. They are availed of extensively in teaching the new branches. Their value is most striking in the case of teachers who have more talent to instruct a class than to conduct a school, and keep a series of classes profitably occupied. For Historical and Geographical Reading, the Third and Fourth Standards form usually one group, the Fifth and Sixth another. In Drawing one division is made of the Infants, First and Second Standards, the other being composed of Fourth, Fifth, and Sixth. In Drill the same classification is followed as in Drawing. For Singing the whole school frequently forms only one division. Various combinations are formed for instruction in Arithmetic and Grammar."

Castlebar
Circuit.

Mr. HUGHES :—

"Speaking generally, very little change has been made in the organisation of the schools. Of course provision must be made on the Time Tables for the new subjects, and the time hitherto devoted to others curtailed correspondingly. The majority of the schools are conducted on the bipartite system, one half of the pupils being on the floor, and the other half in the desks. Some teachers, where no assistant is available, are endeavouring to carry on their schools with less than six standards. Sometimes the Third is absent, and sometimes the Fourth, &c., or there are even two standards wanting. Again, in many cases, there is a grouping of standards, when certain subjects are taught."

Limerick
Circuit.

Mr. CUSSEN :—

"The experimental stage in drawing up Time Tables for the new programme has not yet been passed; and there is much uncertainty as to what branches can be best taught concurrently, and how far different standards ought to be grouped for teaching purposes."

Cork (2)
Circuit.

Mr. LYNAM :—

"The new system of organisation, whereby in small schools two or more standards are combined into one class or division for collective instruction, has been adopted only for the new subjects. I have found no case where it was adopted for English, except with the Geographical or Historical Reader, and none in Arithmetic for any branch."

Cork (1)
Circuit.

GROUPING OF
STANDARDS. Mr. McMILLAN :—

Castlebar
Circuit.

"The organisation of the schools continues to be in the main a bipartite system. In the majority of the schools all the pupils are taken together at some subjects, such as Drill, Singing, and Object Lesson; but few schools have sufficient desk accommodation to allow all to draw at the same time, so that this subject often clashes with a *free* lesson in Arithmetic or Reading."

EXTRA BRANCHES.

EXTRA
BRANCHES.

Of the extra branches recognised in the Revised Programme, Irish is the one most widely adopted. The number of schools in which extra fees for Irish have been claimed is so far not large; but the subject has been much more widely introduced than might be inferred from that number. In places where the pupils had no previous knowledge of Irish, a year's preparatory work was deemed necessary before commencing the prescribed course for examination; and during the past year the strain of introducing the new subjects proved a severe check upon the ardour of lovers of the old tongue.

Instrumental Music and French continue to be taught as formerly in the Convent schools.

Mathematics has been taken up as an extra branch in but very few schools. This, in my opinion, is greatly to be regretted. In former times this was a strong and valuable subject in the National Schools. Boys who remain at school up to the age of 13 or 14, should not leave without some knowledge of Geometry and Algebra.

Practical Geometry, which forms an essential portion of the Revised Programme, should be preceded by, or accompanied with, a course of Theoretic Geometry, explanatory of the processes employed; otherwise it will consist merely of a set of arbitrary rules. The methods pursued in Practical Geometry are easily understood and permanently remembered only by one who knows the theory.

In the course of Elementary Science that is now being introduced into the schools, some of the simple principles or facts of Geometry are taught in an imperfect manner by means of concrete examples. Imperfect inductions take the place of mathematical proof. I have heard these sometimes erroneously described as proofs. So long as they are given as mere illustrations, no harm is done; but I think such instruction should be supplemented as soon as possible with mathematical proof.

It is unnecessary of course to point out how necessary some knowledge of Algebra is for scientific generalizations and computations. A very ingenious inventor, the owner of several valuable patents, once told me that in his investigations and trials he was badly handicapped for want of a good knowledge of Algebra.

Complaints are very general that the Programme in Mathematics is too extensive. The requirement of a full course of Arithmetic at the first examination makes it almost prohibitive.

Under this heading I quote as follows :—

— Mr. STROKER :—

Dublin (2)
Circuit.

"One school only presented to me boys for examination in Mathematics; three presented pupils in Instrumental Music, and three in Irish."

Dr. ALEXANDER :—

"Optional and Extra Branches are very rarely taken up except in Convent and Monastery Schools, where they are usually taught with very fair success."

EXTRA
BRANCHES.

Cork (1)
Circuit.

"Instruction in Irish has been commenced in a limited number of schools."

Dr. SKEFFINGTON :—

"The new scheme has put an end practically to all extras save Instrumental Music and Irish."

Waterford
Circuit.

Mr. COX :—

"Irish is the Extra Subject most frequently taken up. I have only examined Mathematics in two schools only, and Instrumental Music in one."

Mr. M'ELWAIN :—

"Irish is being taught in a large number of schools."

Ballinasloe
Circuit.

"It is rare to have pupils presented for examination in Extra Subjects."

Mr. M'CLINTOCK :—

"During the year one or two schools in District 47 presented pupils in Instrumental Music, and I examined the pupils of one school in County Mayo in Irish. No other Extra Subjects were attempted. Since October a widespread movement in favour of Irish has set in, and a very large number of children is now receiving instruction in that subject."

Castlebar
Circuit.

Mr. C. SMITH :—

"Irish is practically the only subject that is taught as an Extra. In a few cases children were presented for examination in Mathematics."

Cork (2)
Circuit.

Mr. W. A. BROWN :—

"I have only had five schools in which extra subjects were taught. The branches were French, Piano, and Mathematics."

Clonmel
Circuit.

Mr. DALTON :—

"The only Optional and Extra Branches that have, so far, found their way into this circuit are Mathematics and Irish. The extent to which these subjects are taught is very limited."

Limerick
Circuit.

Mr. LEHANE :—

"Instrumental Music was taught in one school to all pupils; Mathematics was taught in two schools to 18 pupils, and Irish was taught in upwards of 60 schools to about 1,400 pupils."

Galway
Circuit.

"Not more than one-half of the 1,400 children examined locally were taught Irish as an Extra Subject, or with a view to earn fees for the teaching of it."

EXTRA
BRANCHES.

"Irish is now taught in the majority of the schools of the district, but it is taught only as an optional subject to the junior children.

"I feel convinced that the introduction of the teaching of Irish into Irish speaking districts, especially if it is properly taught, will prove highly beneficial, and, paradoxical though it may appear, I believe its introduction will tend to make the people learn English more rapidly than they could do under the one language system of instruction, that has hitherto been in operation.

"Hitherto the children were taught to read only English, which they understood badly. Reading English was a matter of so much labour to them that they had no taste for reading it at home; they soon forgot how to read it, and, never having been taught to read Irish which they did know, they reverted into illiteracy. If, however, the children had been taught Irish concurrently with English, they would have learnt the art of reading Irish, and, understanding Irish well, they would not be likely to soon forget the art thus acquired, and they would probably utilize it, in after life, in maintaining and extending their knowledge of English.

"The arrangement, which is unfortunately not uncommon yet, under which teachers who know only English, are set to instruct pupils who know scarcely any English, is a bad one. It is only after a huge expenditure of drudgery that communications can pass between such teachers and such children."

Mr. WORSLEY :—

Ballinasloe
Circuit.

"Irish shows some tendency to spread as a part of the school curriculum. Mathematics and Instrumental Music are taught in very few schools."

Mr. O'REILLY :—

Castlebar
Circuit.

"At the present moment extra subjects are not extensively taught. The only branches taken up are Irish, French, and Instrumental Music. The two latter are entirely confined to the Convent Schools. A certain number of teachers abandoned Irish as an extra subject within the past twelve months owing to the labour entailed on them through the introduction of the New Code. They have given it over, however, only for the moment."

Mr. O'RIORDAN :—

Clonsilla
Circuit.

"Optional subjects have not been taken up to any appreciable extent. The teaching of Irish has been introduced into a number of schools in the southern portion of the district, especially in the County Waterford, where Irish is still spoken. Instruction in Instrumental Music is given in the Convent Schools. I have met French once and Mathematics once, but Latin not at all."

Mr. DICKIS :—

Dublin (2)
Circuit.

"Since the change in the Programme practically no extra branches have been taught in the Meath schools. I have examined a few times in French and Instrumental Music, and I have had a large class presented in mathematics in a large Dublin school. I am informed, too, that preparations are being made in many of the schools for the study of Irish."

Mr. NEWELL:—

"Irish has of late been introduced into a considerable number of schools. In several of them, however, it is taught more as an ordinary subject than as an extra one. EXTRA
BRANCHES.
Limerick
Circuit.

"The language is still spoken very generally in Clare and Kerry, and to some extent also in West Limerick. In all such bi-lingual localities, especially where Irish and English are largely spoken, it would be a serious mistake educationally not to have both cultivated in the schools."

Mr. FITZPATRICK:—

"Up to the present I have found Irish taken for examination in six schools, and Mathematics in one. In the Convent Schools I found French, Instrumental Music, Shorthand, and Typewriting taught." Killarney
Circuit.

Mr. COYNE:—

"Practically, extra branches were not taught during the year. In one school three or four pupils were presented in Mathematics, and in a Convent School—Cavan Convent—15 or 16 pupils were presented in Irish and in French." Cork (1)
Circuit.

Mr. HUGHES:—

"One very noticeable result of the new system is the almost entire disappearance of extra subjects. Limerick
Circuit.

"Mathematics, the most important of the extra subjects is seldom attempted by the ordinary teacher. This is because the course is considered too extensive and too advanced to be taught with any degree of success to the Fifth Standard, and so few of these reach the Sixth the teacher considers it waste of energy to take up this subject with such a small class.

"The teaching of Irish as an extra has received a great impetus in this district. It is now taught in nearly all the Convent Schools, and there are signs that it will be even more extensively taken up by the ordinary schools.

"French and Instrumental Music are sometimes presented in Convent and other large schools."

Mr. CUSSEN:—

"Irish has been taught in a great many schools; as a rule in places where the language is still living, and creditable progress has been made. A small number of teachers taught Mathematics with very fair success; but the amount of work required is regarded as a serious difficulty by most teachers. The teaching of this branch has a good effect on the schools especially in the Senior Classes." Cork (2)
Circuit.

Mr. M'ENERY:—

"In the course of the past year I tested pupils in the following extra branches in all of which creditable proficiency was displayed, viz., Instrumental Music in three schools, Irish in two schools, and Latin in one school. The teachers of four other schools have notified to me their intention to present pupils in Irish at the next annual examination. It will be observed that the number of schools where Irish is taught is small, but this is in a great measure owing to the difficulty hitherto experienced in the introduction of a new and extensive compulsory programme into the schools. There is reason to believe, however, that when the initial difficulty regarding the new curriculum has Cork (2)
Circuit.

EXTRA
BRANCHES.

been surmounted, the study of Irish in the schools will be generally taken up, especially in districts where the spoken language still survives. In a few instances, where I have found it taught most gratifying proficiency is shown, and the quickening effect produced by the bilingual training upon the general intelligence of the pupils is very pronounced and real."

Mr. LYNAM :—

Cork (1)
Circuit.

"French was taught in three ordinary National Schools and all the Convent Schools. The short course prescribed was generally well known. Pupils were presented in Irish at the annual inspection in only one school, but the subject had been begun in about half-a-dozen others. Mathematics is taught in something under a dozen schools. In no school was the whole course attempted, and in very few was the portion selected properly taught. Instrumental Music was taught in all the Convent Schools, in some cases with success. On the whole it may be stated that extra subjects are practically ignored outside the Convent Schools."

Mr. M'MILLAN :—

Castlebar
Circuit.

"Very little in the way of teaching extra or optional subjects was done last year in the district. Irish has been started in a number of schools, with what result I am not in a position to state, as scarcely any examinations in this branch have yet taken place. Two teachers taught small classes in Mathematics with fair success."

Mr. BRADSHAW :—

Portarlinton
Circuit and
Bantry
District.

"Irish and Instrumental Music were the only extra branches taken up in the Bantry district. The latter subject was confined to the Convents, the former was presented for examination in four or five schools, but had been introduced in several more.

"Mathematics was not taught as an extra subject. This is a branch which, I believe, would prove attractive to teachers if the courses were not regarded as too difficult for a pupil to master in a single year. It would be, in my opinion, a matter for regret if this subject were totally discarded, and I think the first year's course should be simplified, so as to bring it within the range of a fifth standard pupil.

"Geometrical Drawing, which is introduced in that standard, would be aided by a study of Euclid."

Mr. MANGAN :—

Ballinasloe
Circuit.

"Irish and Instrumental Music were the extra branches taught. I found Instrumental Music in the Convent Schools only, and it was confined to a few of the senior pupils.

"I examined Irish in Donegal in a few schools, in a school in County Meath, and in some schools in Roscommon.

"The teaching of it is spreading in the schools of the circuit, and around Nenagh I have over a dozen schools that took it up since July last.

EVENING SCHOOLS.

EVENING
SCHOOLS.

The new and liberal regulations for Evening Schools have not had as wide an effect as was anticipated. Probably this was owing to the late period at which the terms became publicly known.

In a few districts a considerable number of such schools were opened. They were well attended at the start; but the zeal of the pupils seems to have cooled down very rapidly. To make Evening Schools a success it will be necessary to conduct the instruction on lines very different from those of the day school. Individual wants must be catered for; instruction must be given in an attractive form to men or women more or less fatigued after the work of the day; and care must be taken to avoid directing attention to deficiencies of which the pupil may be ashamed.

I deem it necessary to give only a few abstracts under this heading."

Dr. SKEFFINGTON :—

"There are only two Evening Schools in County Waterford, both in the parish of Ring, but many have been opened in County Wexford, though it is doubtful if they will be sustained; one has already in fact been closed for want of attendance; and in most cases the attendance is large at the beginning, but falls rapidly away."

Mr. McELWAIN :—

"Forty-three Evening Schools are in operation in the Circuit, and of these thirty-three are in district 27. The opening of these schools is in many cases due to the action of the Managers. Through their efforts many persons were induced to join as pupils. Large numbers attended, but when the novelty passed away the attendance began to fall off, and in many schools there is a great decrease."

"I was much impressed at my visits to these schools with the earnestness shown by the pupils, and their manifest desire to improve themselves. It requires greater skill to conduct an Evening School than to conduct a day school, as the work must be made attractive, and the students must feel that they are progressing."

Mr. Cox :—

"I have four Evening Schools under my own supervision. To visit one of these schools for the first report involved my driving twenty-six miles after 5.30 o'clock."

Mr. HEADEN :—

"Eleven Evening Schools were opened last autumn and are now in full operation in my district. The average number on rolls for the period ended 31st December, 1901, was 783.6, and the average attendance was 478.4. Eleven principal teachers and seven assistants are employed in these schools. The rooms are well lit and comfortably heated. The pupils whose average age is 19½ years are drawn chiefly from the farming and labouring classes, with a few artisans included. The subjects taught are Reading, Writing, English Composition, Spelling, Arithmetic, Mensuration, Land Surveying, Book-keeping, Drawing, and Algebra. The meeting takes place as a rule on three evenings each week; in one parish, the classes meet on four evenings. In each of these schools the attendance was unexpectedly large at the commencement; but it rapidly declined. During my inspections the greatest order prevailed, and most earnest efforts were made by every one present to use his opportunities to the best advantage. The written exercises were carefully executed and indicated good progress every-

EVENING SCHOOLS.**Portarlinton Circuit.**

where; while a number of young men who might have justly been considered illiterates on their first admission were beginning to read and write with promising and creditable proficiency. These schools are regarded throughout the country with much favour and esteem. The Managers take great interest in them, and up to the present at all events they are doing most useful work.

Mr. M'CLINTOCK :—**Castlebar Circuit.**

"No evening schools were examined in 1901, but a considerable number of applications were made in November and December for recognition under the new regulations."

Mr. C. SMITH :—**Cork (2) Circuit.**

"Thirteen evening schools are now in operation in the southern section of Cork No. 2 Circuit. The opening nights were honoured by a large influx of pupils of ages ranging from 14 to upwards of 50 years, attendance in most instances is steadily on the decrease."

"Reading, Writing, Arithmetic, Irish, and Irish History are the main features of the programme."

Mr. HUGHES :—**Limerick Circuit.**

"Since the new regulation regarding evening schools have come into force the number of these has largely increased, and the number is likely to be further increased next year, as some Managers and teachers were not prepared for beginning these schools this winter owing to the short notice of the revised conditions."

"These schools when legitimately conducted are doing useful work. They are attended by pupils who left school too early in life, and consequently soon forgot what little they had learned. In the case of town schools, children of from 12 to 16 years of age may be seen present. In most town schools there are always to be found a few waifs and strays that never attend day schools. Many of these are induced to turn in to the evening school and learn to read and write."

"In some of the schools Irish is taught in addition to the usual subjects, Reading, Writing, and Arithmetic."

Mr. BRADSHAW :—**Portarlinton Circuit.**

"In the Portarlinton district 14 evening schools were opened. They are conducted by classed teachers, assisted, in some cases, by externs."

"Eight hundred and sixty pupils in all—including sixty who attend day schools—were enrolled. The greater number consists of labourers, farmers' sons, and artisans, many of whom have received a very rudimentary education, and some, to the extent of 6 per cent., were quite illiterate at the opening of the classes. Half of those enrolled were under 20 years of age, and a small proportion were over 30. The average attendance for December was 513, and for January 396, a serious decline, which is to be attributed partly to severity of weather, partly to farming operations, but mainly, I believe, to want of perseverance and lack of interest on the part of those whom the novelty of the classes at first attracted."

"The curriculum is generally of an elementary character, embracing Reading, Writing, Arithmetic, and Spelling. In addition to these sub-

jects Mensuration is taught in nine schools, Book-keeping in eleven, EVENING SCHOOLS. Irish in two, and Music and Drawing in one.

"So far as I have had an opportunity of judging, valuable work is being done, and the students who still attend fully appreciate the advantages afforded them by the schools." Portarlington Circuit.

MANAGERS.

The office of Manager is an *honorary* one, involving a considerable amount of care, trouble, and expense. On the manager, as a rule, devolves the maintenance of the school buildings and premises, the funds for which he must give or provide. Sometimes he has to undertake, with or without State aid, to build a new schoolhouse. In such case he must procure the site—a work very often of much difficulty—and he must also provide, in case he obtains State aid, one-third of the total cost of building. A considerable amount of correspondence devolves on a manager, and he is expected to visit his school frequently, and to exercise an effective supervision over the teachers, so far, at least, as to ensure a regular discharge of duty. Occasionally managers have been subjected to legal troubles of a serious nature, but this fortunately occurs very rarely. It has always appeared to me that but scant public recognition has been granted of these important services rendered under peculiar difficulties. All the funds required for the purposes specified above must come from voluntary subscriptions. The manager has no authority to levy a rate, and there are, as a rule, no special funds from which to draw. Hence the difficulties of managers, as may well be imagined, are very pressing in many parts of this poor country.

Most managers visit their schools frequently, and keep so in touch with them that no serious dereliction of duty can long continue unnoticed. Invaluable assistance has been given by the clerical managers in encouraging the regular attendance of children at school.

When all the circumstances are well considered, and all the difficulties duly weighed, I think it should be conceded that the managers of National Schools in general deserve well of their country.

For the defective condition of the school-houses vested in local trustees, to which I have already referred, the managers seem to be to some extent responsible. Managers, as a rule, when about to build a new school-house, elect to vest the site in local trustees rather than in the Commissioners, although they know that in such case the cost of all necessary repairs must subsequently be provided from local resources. The trustees who undertake the responsibility of keeping the building in proper condition are nominated, as a rule, by the manager. The trustees in general seem to consider their functions as purely nominal, and it is questionable whether they could be legally compelled to effect repairs, since no funds are provided for the carrying out of the trust.

Rightly or wrongly then, the managers are held responsible for the up-keep of school-houses vested in local trustees. If they are not responsible nobody is. It seems to me that, under the circumstances, and bearing in mind the motive for vesting in local trustees, the managers should admit their responsibility, and endeavour to keep these premises in as good condition as the houses vested in the Commissioners are kept by the Board of Works. A school-house should be bright, attractive, comfortable: it, at least, should not look like a derelict or bankrupt concern, as many of them do.

MANAGERS.

For the inferior nature of many of the non-vested houses no blame, I think, can attach to the managers, since their demands for aid to replace the unsuitable ones far exceed every year the supply of funds at the disposal of the Commissioners, notwithstanding the fact that, in most places, the grants for building prove inadequate, that is to say, the actual cost of building considerably exceeds the estimate on which the grant is calculated, and the manager is obliged to provide the deficit, as well as the one-third of the estimated cost.

The New Scheme demands additional services from the managers. These demands, I must say, they have not, as a rule, responded to; but I must add that, so far as I am aware, they never undertook the increased responsibility. The matter is a very important one, and calls for careful consideration.

A fundamental principle of the New Scheme is decentralisation of authority. Managers relieved from the bonds of the Results' system, were expected to devise or adopt programmes and syllabuses suitable to their respective localities, and to direct, and encourage, and assist financially, the introduction of new subjects and new methods.

The managers, as a rule, have not undertaken this new work. Under the old *regime* they did not interfere much with school organisation or methods, preferring to leave these technical matters to the teachers and inspectors. They do not appear to have changed this attitude. They are practically but passive lookers-on at the evolution of the New Scheme of Education.

MR. STRONGE SAYS :—

Dublin (2)
Circuit.

"The managers visit their schools regularly, and seldom fail to meet the inspector on the day of his Annual Examination."

DR. ALEXANDER :—

Cork (1)
Circuit.

"Effective supervision is maintained over the schools by the managers who regularly visit them, and also require their curates to do so. I always find managers well informed as to the state of their schools."

DR. SKEFFINGTON :—

Waterford
Circuit.

"The schools of adjoining parishes are sometimes in striking contrast as to buildings, furniture, &c., owing to the differences of zeal and energy of managers. Near Cork some schools are very well looked after, even cooking ranges being provided, also school museums and even libraries.

"The managers, of course, do not, and cannot, take much part in arranging or in supervising the teaching curriculum.

"Managers differ very much in the practical interest they take in the secular work of the school, and in providing appliances, &c. The Inspector has often to press on manager's attention the need of repairs, and does not always succeed in having them executed."

MR. HYNES :—

Killarney
Circuit.

"The managers, as a body, evince much interest in their schools, but hardly any of them seem to me to think it necessary to exercise what I would consider a practical supervision over them. This they evidently regard as the inspector's duty. Their attitude towards the new scheme of education is decidedly sympathetic."

Mr. HEADEN :—

MANAGERS.

"With scarcely an exception, the managers of the district take great personal and practical interest in the welfare of their schools. They visit them frequently, and, in general, they are ready to effect any repairs or improvements they consider reasonably needed."

Portarlington Circuit.

Mr. M'CLINTOCK :—

"The clerical managers visit frequently and take a deep interest in the progress of the pupils. As a rule they use their best efforts to keep up the attendance, and their influence tends to impart a healthy tone to the schools. The lay managers are not so assiduous, as a body, in the performance of their duties—their visits are fewer and their interest in primary education less keen."

Castlebar Circuit.

Mr. C. SMITH :—

"So far as supervision is concerned, I am satisfied that managers exercise a very necessary and beneficial control over their schools and to their presence and local influence are largely due that close attention to duty and efficiency of work that are everywhere in evidence."

Cork (2) Circuit.

Mr. W. A. BROWN :—

"The only kinds of supervision that the manager can usefully exercise are frequent visits to the school to see that the teacher is at his work, and visits to inspect the state of repair, cleanliness, &c., of house and premises. It is to be regretted that for the latter purpose the managers' visits are not more systematic. Possibly they do not consider that they are supposed to do more than carry out the Inspector's suggestions."

Mr. DALTON :—

"The managers, as a body, show considerable concern in the welfare of the schools. They are naturally anxious, of course, to promote the educational progress of the pupils, and, as a rule, they give cordial support to the suggestions and recommendations which it becomes my duty to make. With a few conspicuous exceptions, however, they take no active part in the inner working of the schools; and, viewed as a whole, the interest which they manifest can scarcely be said to be practical."

Limerick Circuit.

"The recommendation contained in the Revised Programme, that managers should examine their schools periodically and make reports, has remained a dead letter so far as this circuit is concerned. It would be a great help to Inspectors, and would promote immensely the efficient working of the schools, if the managers were to put into active practical shape their well-known desire to have the schools thoroughly taught, and—as a most desirable preliminary to that end—if they endeavoured to arouse local interest in the schools, and to give it systematic expression by the provision of the necessary funds for the renovation of buildings, the equipment of school-rooms, and the other obvious requirements of utility and comfort that are now so generally neglected."

Mr. LEHANE :—

"Most of the ordinary day schools are managed by clerical managers. The schools are regularly visited, and managers are well in touch with all local circumstances affecting the condition of the school. Notings in

Galway Circuit.

MANAGERS.
Galway
Circuit.

the Daily Report Book regarding the attendance of the pupils are not uncommon. In some cases regret is expressed that the attendance is so low, while in others explanation of the cause of the low attendance is offered. Managers, as a rule, visit the schools during the progress of the annual examination."

Mr. NICHOLLS :—

Ferretlington
Circuit.

"As far as I have been able to observe, managers are now visiting the schools more frequently than they used. Certainly they put in an appearance more generally at the annual examinations."

Mr. CONNELLY :—

Dublin (2)
Circuit.

"In Ireland the supervision exercised by managers is, I should say, at best, of a negative character. Sometimes, on the occasion of the annual inspection, they visit the school, and, for a time, remain passive spectators. I have seldom heard from them observations which would lead me to suppose that they were intimately acquainted with the progress and inner working of the standards. There are some who do know in a general way what progress a school is making, and all know the character of their teachers. But their interest, both in the North and elsewhere, has generally appeared to me at the most to be academic. Whatever figure a school makes at the annual inspection, the question of grants does not affect the manager. It cannot be good that the education of the country should thus rest in the hands of teachers unaided by encouragement, advice, and help."

Mr. WORSLEY :—

Ballinasloe
Circuit.

"The managers are generally interested in the working of the Revised Programme. They view it with favour, and desire to give it a fair trial."

Mr. CROMIE :—

Cork (2)
Circuit.

"So far as my experience enables me to judge, the managers assume little control of the actual working of the schools. They take an interest in them, and they would not condone any idleness or breach of duty on the part of the teacher, but they consider that the teachers ought to know best how to organise and work the schools."

Mr. O'REILLY :—

Castlebar
Circuit.

"The managers' attitude in this district in reference to the present system has been very satisfactory. A friendly disposition and an inclination to give it every opportunity of success, even in branches to which some of them felt personally hostile or indifferent, seemed to pervade their ranks. In the beginning, when in certain quarters opposition was made to its introduction, some of them used their personal influence strongly in its favour. Practical supervision of the schools is not habitual amongst the managers. Such a practice would involve in very heavy labour those who have a large number of schools to manage. They visit their schools periodically, sign returns, and show every attention to the points submitted for their consideration on the occasion of incidental visits or annual examinations."

Mr. O'Riordan :—

MANAGERS.

"Beyond seeing that matters are progressing fairly on the whole, the managers in general do not, so far as I am aware, enter into the details of the working of the schools. I must say, however, that I have found them ready to co-operate when I have found it necessary to call their special attention to teachers who have not been conducting their schools in a satisfactory manner."

Cloonal
Circuit.

Mr. Dickie :—

"I do not consider that the managers of the Trim District take a very deep interest in their schools, or exercise very close supervision over them. There are, of course, many exceptions, but the above is my opinion of them as a body. Their authority is unquestioned, but they seldom give the teachers a lead in professional matters. On the other hand, some of the managers I have met in Dublin City are the moving spirits of their schools, intimately acquainted with every detail of school work, men to whom the teachers turn for advice and direction in a difficulty."

Dublin (2)
Circuit.

Mr. Newell :—

"Managers, as is well known, are now free to draw up alternative programmes of their own for their respective localities, and submit them for official sanction. This, however, is, I expect, a privilege that will not be very largely availed of. They have been so long accustomed to the rigid restrictions of the Results' System in the past that neither they nor the teachers can be expected to adapt themselves to the more elastic conditions of the New Code at once, or take full advantage thereof immediately. Similar liberty now exists with regard to the system of organisation that may be followed, but it has not as yet been as extensively availed of as may be the case later on. Already, however, many have taken advantage of it in connection with the teaching of various branches."

Limerick
Circuit.

"The fact that managers and teachers have not at once adopted new systems of organisation or formulated alternative programmes is not, of course, to be taken as indicating a want of interest in their work. The old system of organisation will still suit many schools nearly as well as the new, and the authorised official programme will compare favourably, in most cases, with any alternative one that can be devised."

"Most managers take an active and intelligent interest in their schools. They visit them frequently, and advise and encourage wherever required. Some, however, are not so zealous. Their visits are but few and their interest generally of a rather fleeting and unsubstantial character."

Mr. M'Alister :—

"The managerial interest in school work is in County Wexford, as elsewhere, a variable factor. The inauguration of a new system has rendered it more lively. Some energetic priests—energetic from an educational point of view—either themselves supplied their schools with apparatus, or, where funds were insufficient, applied without delay for help. The marked improvement in Reading, the inclusion of Irish History in the course, the extension of Singing, were noted with approval. Manual and Scientific Training is a novelty to many managers."

Waterford
Circuit.

MANAGERS.
Waterford
Circuit.

"I think the issue of an official invitation to visit lectures of organisation would induce many to explain and popularise these subjects in their 'spheres of influence.'

"In the ordinary rural parish—everywhere, indeed, outside the larger towns—the priest or parson is the only independent educationist and, where any 'local interest in the welfare of the schools or in the introduction of the New Scheme' is shown, it may be attributed to his exertions. In a few cases help was thus obtained to start a course of Cookery."

Mr. FITZPATRICK :—

Killarney
Circuit.

"There is one respect in which I may make a comparison which is much in favour of my late district, viz., as to the extent of the practical supervision which the managers exercise over their schools. Here the general policy may be described as one of *laissez faire*. So far as I have been able to observe, they do not visit the schools often, nor did those whom I have visited show much concern when I spoke of untidiness and want of cleanliness in the schools, &c. In two cases the managers carried out immediately repairs which I pointed out as necessary, but speaking generally, it is a matter for surprise that managers do not see for themselves defects which are apparent to the most casual observation. I have not yet heard of any case where a manager exercised the privilege conferred by the New Code of holding an examination of his school, or instituting prizes for competition among the pupils, or forming a school library."

Mr. COYNE :—

Cork (1)
Circuit.

"Managers, as a rule, exercise good supervision over the schools. Their visits are frequent, and they are often present at the annual inspection."

Mr. HUGHES :—

Limerick
Circuit.

"With few exceptions, managers take at least a perfunctory interest in the schools in their charge. There are, however, some whose duties are relegated to a subordinate, not always with the best results. The few managers who take a practical and unceasing interest in their schools show what can be done to encourage the teacher in his work, and improve the tone of the school."

"They seldom interfere with the practical working of the school, except, perhaps, to introduce some subject in which they are interested, such as Irish, Singing, &c."

Mr. M'ENERY :—

Clonmel
Circuit.

"My relations with managers, without exception, continue most friendly and cordial. School managers, like other people, no doubt, hold different views regarding their duties and responsibilities. Several of them are to be congratulated on the great interest which they take in the success of their schools, and on their readiness to carry out suggested repairs, additions, or alterations to the buildings, as well as on the supervision which they exercise over matters of detail in connection with organisation, &c. But there is abundant evidence to show that, in the case of many schools, very little, if any, management exists. The nominal managers no doubt consider learning to be a good thing, and approve of children attending school regularly, but are content to leave all matters of school

routine entirely in the hands of the teachers. They rarely visit the schools to check the accounts, or the attendance, and seem satisfied that so long as they afford shelter to the children their duty is discharged. They take no trouble whatever to make their schools attractive to the pupils. It is most desirable that managers as a body would give more attention to the furnishing, heating, adornment, and sanitary arrangements of their schools, and, generally, exercise greater supervision over them."

MANAGERS.
Cork (2)
Circuit.
Clonmel
Circuit.

Mr. CUSSEN :—

"The managers visit their schools frequently. They pay too little attention to neatness and cleanliness ; but their visits secure some regularity of work in the case of inattentive teachers. Their influence is beneficial to the general culture of the pupils rather than to the details of their work."

Mr. P. J. FITZGERALD :—

"The managers visit the schools frequently. In Wexford the priest who lives nearest the school is, as a rule, the manager—an excellent plan. They exhort the parents to keep their children at school."

"It is disheartening to contemplate what the attendance would be if the people were not frequently reminded in this manner of their duty to their children. No doubt clerical managers concern themselves mainly about the progress made in religious knowledge, and in the dioceses of Cloyne and Kerry (which I mention specially because of an intimate acquaintance with portions of both), the priests themselves devote a good deal of time to teaching. It is reasonable to conclude that their work in this department must also affect the children's progress in the secular department beneficially. If the managers were somewhat more of the expert in the matter of school equipment, school embellishment, and school comforts, they would be ideal school managers indeed."

Mr. WELPLY :—

"The managers, as a rule, visit their schools frequently ; but I do not observe many traces of what may be called 'practical supervision' on their part, and this regrettable state of affairs will continue until some means are devised of setting up local control of the schools by the institution of School Boards."

Mr. LYNAM :—

"With some notable, but rare, exceptions, managers exercise very little, if any, practical supervision over the working of their schools—so far, at least, as secular education is concerned."

Mr. M'MILLAN :—

"Several of the managers exercise constant supervision over their schools, and their frequent visits, their observations on what is going on, and their inquiries after absent pupils are calculated to have a very beneficial effect. Sometimes, too, they question a class or hold an examination, and the schools would benefit by the still wider extension of these practices on the part of managers."

Castlebar
Circuit.

MANAGERS. Mr. BRADSHAW:—

Portarlington Circuit. "The managers show an interest in their schools by frequently visiting them, and by endeavouring to keep up the attendance. In some cases they examine the children before the annual inspection, and point out defects which may have escaped the teacher's notice.

Mr. MANGAN:—

Ballinasloe Circuit. "Managers as a rule take an interest in their schools. In many cases they visit them often, and, to my own knowledge, they try—the good ones, at any rate—to secure regularity of attendance. Some of them, however, are indifferent. They seldom visit their schools, and they are slow to do anything that would tend to make them more efficient."

LOCAL INTEREST TAKEN IN THE WORK OF NATIONAL SCHOOLS.

LOCAL INTEREST.

From the abstracts from various reports given below it will be seen that there is a grievous lack of public interest in the work of the National Schools; and to this want I would ask very special attention. The sole object of the recent revolution in educational affairs was to give to instruction a practical trend, with a view to the development of industry. This purpose cannot be effected unless the efforts in the schools are encouraged and supported by public opinion.

Unless the parents value the instruction given in the schools, and give their children to understand that they value it, few teachers will be able to arouse much enthusiasm amongst their pupils. If the parents speak disparagingly of the instruction given, the teacher's chance of success is small. It seems then to call for consideration how the attitude of the people, which at best is one of indifference, is to be met, and their interest enlisted.

A fundamental object of the Revised Programme is to relieve local parties from the trammels of the Results System, and to give them freedom of action to devise a course of instruction suitable to the circumstances of the locality. The people, as a rule, take little or no interest in school affairs, and there is, at all events, no organised means of ascertaining their views or wishes. The managers, generally speaking, do not interfere with what may be described as the *technique* of school management. The onus, therefore, of devising a plan of action falls entirely upon the teacher, who in many instances is a very isolated individual, with little opportunity of consulting with his fellow-teachers, or with any person capable of giving him helpful advice.

The authority of the inspector was curtailed. He is supposed not to interfere with arrangements further than to prevent abuse of the privileges allowed by the Revised Programme. His authority may be described as limited to a right of veto on behalf of the Commissioners; but in reality he has been appealed to for guidance and aid in the introduction of the new system. In a large majority of cases he was the only person available capable of interpreting the meaning of the Revised Programme, and of suggesting the method of carrying its requirements into effect.

The consequence is that the Official Programme is almost universally adopted in its entirety. The work done in one school differs from that done in another only according to the respective capabilities of the teachers. There is really no more variety than of old. The schools

are again working in a groove, not the same groove as in Results days—LOCAL
a far less mischievous one—but still a groove. The freedom of action INTEREST.
granted, and the wholesome variety of expedients expected require for
the exercise of the former and the invention of the latter the existence
of local educational organisations that do not exist in Ireland.

On the subject of local interest taken in the work of National Schools,
the following are the views of the inspectors :—

Dr. ALEXANDER :—

“ The amount of local interest in the schools, judged by the con- Cork (1)
tributions towards their maintenance, is very limited.” Some of the Circuit.
managers provide liberally for the wants of their schools. In other
cases—omitting from consideration Hand-and-Eye training and Ele-
mentary Science, for the teaching of which the Commissioners will
provide equipment—the teachers inform me that the expenses inci-
dental to the introduction of the Revised Programme have to be
paid out of their own pockets. Sometimes the parents contribute
a little, but not very often.”

Dr. SKEFFINGTON :—

“ Outside the action of managers there is little evidence of local Waterford
interest, save as to action of Attendance Committees. In a few cases Circuit.
school prizes are given for good attendance, and there is occasionally a
show day after re-opening after vacation : but these are chiefly arranged
by teachers or managers, as are the little excursions in summer, now not
uncommon.”

Mr. COX :—

“ Generally I think the amount of local interest in the schools is Galway
slight. So far as concerns the New Programme, I believe that the Circuit.
feeling has not been favourable. Drill has met with decided opposi-
tion; complaint is made that no Geography is taught, and Paper-
folding is looked on as so much waste of time. However, I think
these objections are being lived down with an increased knowledge of
the subjects, and what they mean.”

Mr. McELWAIN :—

“ I cannot say that there is any evidence of local interest in the Ballinasloe
welfare of the schools. The attitude of the people and of the managers Circuit.
as a class is one of observation and expectancy with regard to the New
Programme, its working, and its effects. There is a general unwilling-
ness to incur expense, and teachers sometimes inform me that parents
are unwilling to buy books and other necessities required for their
children.”

Mr. HEADEN :—

“ Considering, first, the attitude of the public, that is, the parents of Portlinton
the children and others interested in their education, towards the New Circuit.
Programme, I have collected the replies sent to me by the teachers of
these several schools, and I find that they state that this attitude is
favourable in sixteen cases, neutral in sixteen cases, and unfavourable in
seven. The grounds of objection in the latter cases are the ‘ uselessness
of Drill,’ the ‘ want of Home Lessons,’ the ‘ insufficiency of Arithmetic,’
etc. *Per contra*, however, some teachers write that Singing, Drawing,
and Physical Drill are most popular with the parents. I have more

LOCAL
INTEREST.Portarlington
Circuit.

reliance on the returns in which the attitude is described as *neutral*, or as one teacher puts it, 'perfect indifference on the part of the majority of parents towards all programmes.'

"Taking the other view of local interest, that is the practical help contributed towards the repairs and general equipment of the school, I have to report that it is extremely unsatisfactory.

"In this country, so far as I know, the gentry, with exception of a few who happen to be managers, do not take the slightest interest—pecuniary or otherwise—in any school. The parents are either poor, or they have somehow acquired the belief that the schools are liberally endowed by Government, and that they are doing the utmost required of them if they send their children regularly to school."

"The abolition of school fees had a good deal to do with the creation of this belief; but one thing is certain that until this frame of mind is altered by more enlightened public opinion it is vain to expect that local aid will provide the necessary equipment to give the practical subjects of the New Programme a fair start."

Mr. MCCLINTOCK :—

Castlebar
Circuit.

"I have heard many expressions of appreciation of the New Scheme from managers and others, but apart from this, I have not met with any tangible evidence of local interest in the welfare of the Revised Programme."

Mr. LEHANE :—

Galway
Circuit.

"There is, I regret to have to state, little local interest taken by the general public in the state and efficiency of the schools. Except in rare cases, where some real or imaginary grievance needs inquiry, no member of the general body of the people seems to think that the condition and state of efficiency of the school is a matter that concerns him; he leaves the school and all that pertains to it to be dealt with by teacher, manager, and inspector. This remark, with the exception of a passing score regarding Drill, applies to the operation of the New Scheme as well as to other matters."

Mr. NICHOLLS :—

Portarlington
Circuit.

"Local interest finds little expression beyond the managerial visit and inquiries, save for temporary prejudices as to Drill and as to Paper-folding."

Mr. WORSLEY :—

Ballinasloe
Circuit.

"There is a great lack of educated local interest in education, at the same time the New Scheme does not meet with any disapproval."

Mr. O'REILLY :—

Castlebar
Circuit.

"Local interest in the welfare of the schools is seldom witnessed. The progress of two or three schools at most is followed with interest by neighbouring families."

Mr. O'RIORDAN :—

Clonsilla
Circuit.

"I have not observed much evidence of local interest in the welfare of the schools beyond what is taken by the Managers. I have often had occasion to suggest to the latter various improvements in the houses, premises, and apparatus, but I have usually been informed that it is almost impossible to procure locally the necessary funds."

"As regards the introduction of the New Scheme, I do not think much interest is taken in it outside the teaching body. Indeed, at first I heard many complaints that the parents were much dissatisfied with it, and had, as a consequence, withdrawn their children from school at an earlier period than they otherwise would have. They could not see the use of having the time spent at Paper-folding, Singing, and Physical Drill, and objected to the limitation of the Arithmetic Programme. This feeling has now subsided to a great extent, and has been succeeded by a patient expectancy that some good may result at a future date. I must give the teachers the credit of saying that they, on their part, are doing their best."

LOCAL
INTEREST.
Clonmel
Circuit.

Mr. DICKIE :—

"Beyond a transient curiosity, I cannot recall any evidence of local interest in the New Scheme."

Dublin (2)
Circuit.

"Public opinion in Meath is generally slow and inarticulate, and the people regard with equanimity such changes in the schools as the responsible authorities may see fit to introduce."

"Local interest implies, as a rule, local contributions, and in this rich county (Meath) the general public, though in the past quite willing to tax themselves for the purpose of increasing the teachers' incomes, have not in one single instance, so far as I know, given anything towards the additional equipment which the revision of the Programme has rendered so necessary."

Mr. COYNE :—

"As far as I am aware, local parties are inclined, for the present to suspend their judgment regarding the Revised Programme. They are disposed to give it a fair trial."

Cork (1)
Circuit.

Mr. WELPLY :—

"There is no evidence of local interest in the welfare of the schools or in the progress of the New Scheme."

Killarney
Circuit.

Mr. CUSSEN :—

"Little local interest in the welfare of a school as a whole is shown, though parents are much interested in the progress of their own children. The new branches are looked on with more favour than when first introduced. The local gentry show an interest in schools in only a few instances."

Cork (2)
Circuit.

Mr. MACMILLAN :—

"I am not aware that the people in general take much interest in the welfare of the schools. Complaints are frequently made to me that the parents are very careless about sending their children to school, and are often very unwilling to furnish the small sums needed for the purchase of readers, exercise books, &c., or of calico for the garments to be made by the girls."

Castlebar
Circuit.

"When I have asked a teacher if the parents would not, in the slack season, bring some gravel to make the playground fit for their children to play in, or otherwise render it more suitable, I was always assured that they would do nothing of the sort; and I have heard of more than one case where the manager tried to raise funds locally to repair a school-house, but found it difficult or impossible."

LOCAL
INTEREST.

"I have no information as to the parents' views on the introduction of the New Programme, except that some parents, as I have been told by teachers, object to the course in Arithmetic as not being so useful to the children as the old one."

Castlebar
Circuit.

Mr. BRADSHAW:—

Portarlington
Circuit.

"The attitude of the people towards the New Programme is one of indifference or hostility—due to their ignorance of the aim and purport of the scheme.

"They object to several points—to Drill for the reason previously indicated, to the abolition of Home Lessons, to the curtailment of the programme in Arithmetic in the senior classes, and to Manual Instruction, which they regard as useless.

"These objections are based on misconceptions, which will, doubtless, be gradually removed as the programme becomes more fully established.

"It should not be an impossible task to arouse and develop an interest in the schools on the part of the parents."

THE INSPECTORS.

THE
INSPECTORS.

The position of the inspectors is, under the circumstances described above, one requiring very great discretion; but I am glad to say they have got successfully through a serious crisis. They have not forced their views on anyone, and, on the other hand, they have readily responded to appeals for guidance and help.

There is now somewhat more *inspection*, as contrasted with examination, than formerly. The examinations of large schools are considerably abridged by taking samples from large classes. In small schools almost as much time as formerly seems to be required. In these schools sampling cannot be resorted to, and the filling of the elaborate proficiency table in the Annual Report makes it necessary to examine every standard in every subject taught. The examination in some of the new subjects is tedious. Practical subjects are not well adapted to examinations except of a very protracted kind. The general opinion seems to be that the value of practical instruction should be estimated at occasional inspections, not by a periodic examination.

The duties of a Senior Inspector are at present very severe. He has to perform all the duties of a District Inspector in one district, and at the same time to exercise supervision over two other districts. The correspondence of the whole circuit falls very heavily on the Senior Inspector. It is to be hoped that in time the correspondence may be better distributed from the Education Office, so as to relieve the Senior Inspector to some extent.

I may observe that the circuit arrangements leave the inspectors little home life.

I have pleasure in bearing testimony to the ability and fidelity with which the inspectors of my division, without exception, have discharged their duties during the past year, and to the cordiality with which they have responded to all demands made upon them.

I am, Gentlemen,

Your obedient Servant,

E. DOWNING.

The Secretaries,
&c., &c.

II.—GENERAL REPORT by Chief Inspector, Mr. A. PURSER.

I have the honour to submit my General Report on the northern division of Ireland for the year 1901.

The part of the country placed under my supervision includes all that lying to the north of the Midland Railway line to Sligo, with some portions on the other side, especially in Longford, Roscommon, Mayo, and Sligo.

Since the date of my last report, the inspection districts have been altered. Instead of thirty-three districts there are now *eleven* circuits, in each of which there are one Senior Inspector and two District Inspectors, an additional Inspector being stationed in outlying posts—Coleraine (Ballymena circuit), Letterkenny (Derry circuit), and Donegal (Omagh circuit). Each Inspector has been requested to furnish a general report on the schools examined by him in 1901, extracts from which will be found further on.*

Change of inspection districts.

NEW PROGRAMME.

The changes made in the Commissioners' rules, leading to the abolition of the so-called "Result system," came into force on 1st April, 1900, but for the following twelve months, that is until 31st March, 1901, the schools continued to be worked under that system until their examination period for that year expired, after which the introduction of the new programme became compulsory in every case. All schools have therefore now been attempting to introduce the new order of things for a period varying from one to two years, or even more.

NEW PROGRAMME.

The following are the subjects which had to be taught in every National School in which the senior classes were represented—Reading, Writing (including Composition), Arithmetic, Spelling, Grammar, Geography, Needlework in girls' and mixed schools in which a female teacher was employed, and Agriculture in rural boys' schools and mixed schools under a master. Infants had to be taught several "suitable exercises," and in organised infant departments or schools a course of instruction somewhat on kindergarten lines was expected. Besides these, optional and extra subjects were taught to pupils as follows:—Book-keeping (30,000), Singing (30,000), Drawing (84,000), Algebra (15,000), Geometry (6,000), Sewing Machine (5,000), Cookery (2,000), and twenty-two other extras (10,000). Some of these subjects, even those that were obligatory, were taught only to senior pupils.

CHANGES IN THE SCHOOL PROGRAMME.

Under the provisions of the new programme, the following subjects are taught in National schools:—English (including Reading, Writing, Spelling, Grammar, and Composition), Arithmetic, Kindergarten and Manual Instruction, Drawing, Elementary Science, Singing, Drill (and in girls' or mixed schools in which a female teacher is employed), Needlework, Cookery, and Laundry work. As extra subjects are allowed Irish, French, Latin, Mathematics, and Instrumental Music. These subjects, omitting the "extras," are supposed to be obligatory in all classes or standards.

To facilitate the introduction of subjects that are new, the Commissioners have employed a large staff of organisers and sub-organisers. These were distributed as follows:—For Manual Instruction, Mr. Bevis and four sub-organisers; for Elementary Science, Mr. Heller, an assistant, and five sub-organisers; for

ORGANISATION OF NEW SUBJECTS.

* Mr. Sullivan Senior Inspector, being ill, was excused from writing a Report.

ORGANISATION
OF NEW
SUBJECTS.

Cookery, &c., Miss Fitzgerald, and eleven assistants; for Singing, Mr. Goodman, and five assistants; and in order to explain the methods of class instruction in Needlework, Miss Prendergast, Directress of Needlework, was given the services of four assistants.

All these were engaged in 1901 in introducing the new programme by the holding of teachers' classes, and in some cases by visits to the National schools. A few places, such as Dublin, Belfast, Cork, Derry, have had the benefit of the services of all these organisers, but others, such as West Connaught and Donegal, have seen little or nothing of them. Only some of the organisers have as yet given a full course of instruction; and even where this has been accomplished, as in case of Cookery and of Elementary Science, there has been little or no addition to the number of *pupils* instructed in these branches, owing to the want of the necessary apparatus and of funds for defraying initial expenses. Now that equipment grants have been made by the Board to many schools in which qualified teachers are employed, a beginning of instruction may be hoped for.

Cookery is a subject which involves not only a considerable outlay in procuring the necessary utensils, but also a constant and never-ending expense in providing materials to be cooked; and so fully is this recognised in Great Britain that an addition to the "block grant" is made on account of it.

SCHOOLS STILL
IN TRANSITION
STAGE.

These new subjects having been only very recently introduced, the children are still necessarily in the first stages of them. It is therefore possible to instruct *all* the pupils of a school as *one* class in these subjects which makes their introduction into the school curriculum much simpler than it will be when differentiation between several classes will become necessary. So far as regards these subjects and the new ordinary school course, we are only in the transition stage.

On this matter Mr. PEDLOW writes:—

Omagh
Circuit.

"The present is a transition stage, so that education is in some branches progressing under difficulties.

"I have this year examined over 100 time-tables, and they are, with scarcely an exception, tentative. This is strong evidence of unsettled thought."

Mr. BROWNE states:—

Derry
Circuit.

"The year 1901 may, I think, be regarded as a period of transition, during which the old order of things had almost disappeared, and no very definite course had been adopted in its place.

"I found many time-tables in a chaotic state, full of erasures and interlineations, thus reflecting the general indecision and doubt of the teachers."

Mr. YOUNG's remarks are:—

Belfast (1)
Circuit.

"The transition stage from the old to the revised programme has not yet been passed, so that it would be difficult at present to form an estimate of the educational effects of the change.

TEACHERS.

TEACHERS.

INSPECTOR'S
ESTIMATE OF
TEACHERS.

As to the teachers' desire, whatever may be their ability, to carry out the views of the Board and to give every assistance in their power to make the new programme successful, there can happily be no doubt; all the inspectors bear witness to the fact—'whole-

hearted endeavour' is the expression used by several. It is only TEACHERS. just to the teachers to emphasise the fact by giving extracts on the matter from some of the inspectors' reports.

Mr. DEWAR:—

"The teachers are a trustworthy and reliable body of men and Sligo Circuit. women. Their good character and exemplary conduct mark them out as fitted to be entrusted with the care and training of children. Many of them have been monitors or pupil teachers, and have been trained in one of the recognised Training Colleges, and thus have had opportunities of becoming familiar with the approved systems of school-keeping and approved methods of imparting information, as well as of acquiring the knowledge requisite to pass the usual examinations. Their literary qualifications are undoubted. They have also made strenuous efforts to prepare themselves for introducing the new subjects of the new code into their schools. The classes conducted by the Board's officers in Needlework and Singing were well attended by teachers, and it is only right to add that many of them travelled long distances in order to attend these classes.

"In addition to the attendance at these classes, I am aware that many teachers procured and studied standard text-books on several of the new subjects, while in some of the towns drill instructors were obtained to teach classes of the teachers drill and calisthenics."

Mr. O'CONNELL:—

"Of the teachers as a body, I am able to report in terms of com- Longford Circuit. mendation. They are a respectable and an intelligent body of public servants, and they discharge their laborious and monotonous duties with steady, persevering, and unobtrusive fidelity. The willingness, nay the alacrity, with which they strove to meet the wishes of the Commissioners by trying to fit themselves to teach the subjects of the revised programme was remarkable. I have known several instances during the past winter where teachers, after the day's work in their schools, drove nine or ten miles to attend the lectures of an organiser in Music, and afterwards returned to their homes at 10 or 11 o'clock at night. Some of the teachers also travelled long distances at great inconvenience to attend classes in Hand-and-Eye Training and Drawing; while in other cases they subscribed and paid for the services of an instructor in Drill and Physical Exercises. When it is considered that any pecuniary reward for those hardships and sacrifices is both distant and problematical, the sense of duty which caused teachers to attend those classes must be very high indeed."

Mr. KELLY:—

"I gladly bear testimony to the anxiety exhibited by the teachers Belfast (2) Circuit. in general to adapt themselves to the requirements of the revised programme. It was not an easy matter for those who were accustomed to the routine of the Results system to catch the spirit of the new Code. It is, therefore, gratifying to find that a ready response has been made to the call of the Commissioners. The intellectual awakening that has resulted from the introduction of the new scheme is one of its happiest features."

TEACHERS. Mr. WYSE:—

Ballymena
Circuit.

"There can, I think, be no hesitation on an Inspector's part in admitting that the teachers have thrown themselves into the work of preparing themselves for the new programme with a great amount of zeal.

"This fermentation, so to speak, is beginning to show results in more originality in school methods, and in general in laying a greater stress on correct methods than on practical accomplishment of work. There are, however, a great number of middle-aged and elderly teachers who are unable to change their methods, owing to long habit, and in whose case the attempt to adopt new devices of instruction has merely led to a marked decline in the proficiency of their pupils. It is hard to say yet whether such as these will ever be able to do satisfactory work with the new methods. Time alone will show."

Armagh
Circuit.

Mr. MURPHY reports a temporary want of zeal in some parts of his circuit, but this has passed away, and now earnestness prevails everywhere.

"It was my pleasure last year to record an earnest and whole-hearted effort on the part of the teachers of that district to grapple from the outset with the difficulties attending a complete change of system, and to prepare, by reading and suitable equipment, for the arduous task before them.

"On the occasion of my visits during the past six months of the year, I observed very distinct signs of careful preparation and improved method.

"But in the north-eastern section of the circuit the same progress has not been made. The revised scheme seems, until very recently, to have been accepted by the teachers of this section in a purely passive spirit, with little attempt to master the details, or to grasp the meaning, or to appreciate the practical tendency of the methods they are called upon to adopt.

"Notes of lessons, records of work done, syllabus hooks, or log-hooks were nowhere to be seen; and even now I find it a difficult matter to persuade teachers of the extreme importance of planning out the year's work in a definite and methodical manner. The log-hook is, to my mind, absolutely indispensable; without it no satisfactory evidence of progressive work is forthcoming for the teacher himself, for manager, or Inspector.

"I am pleased, however, to note that satisfactory signs of a general movement onward are now observable. Everywhere suggestions are readily taken and guidance willingly accepted."

More
systematic
preparation
for daily work
needed.

Equally in respect to general school-keeping do the Inspectors report favourably on the teachers' attention to their duties, but in some cases full preparation for the day's work continues to be neglected. To remedy this, to make the teachers' work more systematic and efficient, and to co-ordinate and proportion their teaching among the various school subjects, it appears absolutely necessary that a syllabus—or progress—hook should be regularly kept. I would strongly urge that the Commissioners should supply such a book to every teacher, and require it to be duly written up and preserved as one of the school records.

Dr. BEATTY :—

TEACHERS.

"As to the teachers, my experience in various parts of the country confirms my previous impression, that they are a praiseworthy and efficient body of men and women. In the recent change of the system they seem to me to have done their duty, as a rule, well. But here it is necessary to make a distinction. It appears to me that the teachers in the Ballymena circuit have not applied themselves to the introduction of the Revised Programme with so much energy as the teachers in the Newry district."

Ballymena Circuit.

Mr. SEMPLE :—

"The teachers are an intelligent body of men and women, some possessing high attainments, who realise fully the responsible character of the duties they have undertaken, and, in the great majority of cases, discharge them to the best of their ability."

Belfast (2) Circuit.

Mr. M'GLADE :—

"As a body the teachers are fairly competent. A considerable number have been trained, and have proved themselves intelligent and practical school-keepers."

Sligo Circuit.

Mr. GLOSTER :—

"While my impression of the manner in which the majority of the teachers discharge their duties during school hours is on the whole favourable, I am inclined to think that preparation for the next day's work is too often neglected. Such preparation gives vitality and effectiveness to a lesson, which would otherwise often be lacking, and moreover, an important saving of time is effected."

Ballymena Circuit.

Mr. PENLOW :—

"There are many teachers in small schools who cannot take an intelligent grasp of the requirements of the new code, or learn new subjects. Some are about to retire, and that will be for the benefit of education."

Omagh Circuit.

"What I have chiefly to complain of, however, is want of home reading and home preparation for daily work. I can get little evidence of either, although there are exceptions. The ordinary class books are rarely to be seen annotated, with passages for Dictation, passages for Explanation, sentences for Analysis, and difficult words marked for the lessons of the day. Excuses such as the following have been made:—'I make preparation in my head, and do not require notes. I know the books. I did make out a syllabus of work, but gave it up. I ran short of books and sold my own to the pupils.'"

"It is very difficult to impress upon teachers that lessons given after study and preparation are always better than those given at random and without premeditation."

Mr. M'NEILL :—

"What should be constantly insisted upon is the necessity for steady preparation and intelligent interest in each day's work. I have met several teachers who are past masters in this respect. All agree that, though taking some extra time and trouble at the beginning, yet there is in the long run a saving of both."

Omagh Circuit.

TEACHERS.
Belfast (2)
Circuit.

Mr. ROSS :—

"In connection with this subject of proficiency, I am of opinion that progress books should be brought into immediate and general use. The adoption of such books would go far to ensure that systematic work was done day by day from the beginning of the school year, and would also check any tendency to random teaching."

Dublin (1)
Circuit.

Mr. O'CONNOR :—

"One is surprised to find that the practice of keeping progress books, in which the teacher maps out the work of his class or division for monthly or bi-monthly periods, is rarely adopted. Neither are periodic examinations to test progress provided for. Yet without some systematic arrangements of this kind, it is difficult to see how a certain looseness and desultoriness in the rate and character of progress can be avoided."

Armagh
Circuit.

Mr. YATES :—

"As the programme is to be regarded as a *marimum*, a record of work actually done seems necessary in order to render it possible to form an accurate judgment of the progress of the school; also to judge of the suitability and utility of a particular lesson, it is necessary to know something of what has gone before and led up to it. But the greatest advantage of all is that such a syllabus would greatly assist the teacher in arranging and co-ordinating his work towards the best development of the pupils."

Omagh
Circuit.

The great danger appears to be an over-burdening of small schools under one teacher, and consisting of only one room (the commonest type in this country), and the reduction of all the varied work of the new programme to mere mechanical routine and show. A diminution of subjects in small schools and in junior classes appears desirable. Mr. MACMAHON mentions a case in point :—

"The teachers attempt too much, and the consequences are very discouraging. I found taught in one school in Donegal, Reading, including ordinary lesson books, Geographical and Historical Readers, all the branches of English, Arithmetic, Paper-folding, Drawing, Drill, Music, Needlework, and Elementary Science. All these subjects were attempted to be taught by one teacher in a small room in a school with an average of forty pupils, of whom fifteen did not attend 100 days in the year. The educational result to the locality of that year's work was, in my opinion, of very little value, though the teacher was most earnest and fairly skilful. I have not as yet met in my experience with a teacher who took up all the subjects of the new programme and performed satisfactory educational work, and the simple reason is that he is hampered by a short school day and irregular attendance."

Belfast (1)
Circuit.
The training
of teachers
improved.

Several Inspectors refer to improvement in the qualification of the teachers owing to careful training. Dr. MONAGHAN writes :—

"There has been a considerable improvement in the general fitness for office of the teachers in recent years, owing in a great measure to the large number now attending the Training Colleges. For the past five years I have examined students in training . . . and I am happy to say I have noticed an improvement from year to year."

Mr. WYSE remarks:—

TEACHERS.

"The quality of the work done by teachers recently trained seems to me to be improving, and this would appear to show that a higher degree of efficiency in training the teachers is now reached at the Training Colleges."

Ballymena Circuit.

The work of the Colleges tends to improve with additional experience gained every session. It cannot be too much impressed on the students that every lesson should have a *definite* aim and object.

While pleased to note an improvement in the preparation for their position, one cannot help feeling some regret that nearly all stimulus to future professional reading has been taken from the greater proportion of the teachers, and that after leaving the Training College, little or no incentive to study will exist. The principals and professors of the Colleges agree in thinking this unfortunate.

Further professional study required.

Mr. BROWNE says:—

"The new arrangements by which examination and classification of teachers have been abolished will probably lead to considerable deterioration in their scholarship. These examinations served to some extent the same purpose as the College and University courses required to be gone through by members of every profession entitled to the epithet learned; and it certainly appears anomalous that the profession of teacher should be the only one not requiring a thorough course of study."

Derry Circuit.

Mr. WYSE:—

"They are, as a body, very deficient in the matter of general culture and breadth of instruction, due to their having been educated on the rather narrow lines of the monitorial course, and to their living among people to whom art and literature are in general unknown quantities. I am sorry that the opportunities afforded to graduates of universities of entering the Board's service have not been at all availed of, but I fear that the modest rate of initial salary offered to teachers now entering the profession has not much attraction for the University graduate."

Ballymena Circuit.

Mr. Wyse apprehends that the same cause may lead to men of an inferior class being taken to fill future appointments as teachers.

In the interests of the schools, or rather of the children for whom the schools exist, it were much to be desired that every encouragement should be given to really efficient teachers. The staff is largely, if not mainly, recruited from the pupil teachers and monitors. According to the inspectors, the latter are on the whole well taught, but not so well trained to teach. The abolition of the special examination at the end of their third year of service has some disadvantages.

Monitors.

Mr. Eardley suggests that monitors should be appointed only in schools where at least two can be sanctioned; and Mr. Semple recommends their being taught in Centre Schools where possible.

The appointment of Manual Instructresses should in many places prove of great advantage. The retention of a power to appoint Workmistresses in localities, where no person could be secured qualified to act as Manual Instructress, would, in my opinion, have been desirable, in view of the importance of Needlework for girls.

Manual Instructresses

TEACHERS.

I have dwelt long on the matter of teachers because, while I believe that the pupils' interests ought to be the main consideration, yet my experience leads me to the conclusion that the teacher is the most important factor in the efficiency of the school, and, therefore, in the pupils' progress and welfare. Even in the matter of regularity of attendance it is the teacher to whom we must look for a satisfactory condition, and this I say without in the least disparaging the useful and successful efforts of Managers, or of Attendance Officers in places where the compulsory clauses of the Education Act are in force. My own long experience of this is confirmed by the inspectors.

ATTENDANCE.**ATTENDANCE.**

Mr. DALY writes:—

Clogh
Circuit.

"Parents, no matter how illiterate, are wonderfully shrewd judges of the efficiency or otherwise of a school. Efficiency always makes for regularity. A good school is always well and regularly attended, and it is on the prospect of increased efficiency that hopes for improvement in the attendance must be founded."

Mr. O'CONNOR also:—

Dublin (1)
Circuit.

"Everyday experience shows that the attractiveness of the school, as it is manifested in good teaching, cheerful tone, and agreeable associations, together with the solicitous supervision and sympathetic interest of the Manager, work wonders, and leave but little need for legal intervention; but that ultimate force in reserve is necessary."

Similar opinions are expressed by the English inspectors. One writes as follows:—

"Where regularity prevails it is due almost exclusively to the personal efforts and personal influence of the teacher."

There has been a slight increase in the attendance during the past year, but it is still unsatisfactory. The following are statements on the matter by some of the Inspectors:—

Mr. DEWAR:—

Sligo Circuit,
West Section

"The attendance of pupils has been more irregular than in past years, and the number of pupils who have attended on 100 or more days within a yearly period has decreased. This irregularity in the attendance of pupils, with the consequent decline in the average attendance, is attributed to the fact that all pupils are now examined at the annual examinations irrespective of the number of attendances which they may have made during the year. The attendance of pupils cannot be regarded as satisfactory so long as little more than half the pupils on the rolls of a school are present on a given day."

Mr. HOGAN:—

Dundalk
Circuit.

"Attendance cannot be said to be regular; barely half those on the rolls attend on the 150 days or more in the year; parents have got into careless habits from one reason or another; schools are not made attractive, and in country places no steady effort is made to bring in irregular attenders."

Mr. CRAIG:—

ATTENDANCE

"The general tendency in the attendance is to a decrease, attributable mainly to the fact that 100 attendances are no longer necessary to qualify the pupils to earn Results fees for the teacher. Irregularity is the greatest obstacle to progress in this part of the country (Longford). The pupils appear to be employed at all kinds of agricultural pursuits, and, as a rule, 40 to 50 per cent. of the pupils on rolls are daily absent, even in schools that are well-taught and attractive in every way."

Longford Circuit.

Mr. PEDLOW:—

"The following causes are assigned for keeping the children at home:—Farm labour, scarcity of labourers, boys and girls hired from May till November, herding of cattle in mountainous districts where fields are not enclosed, carelessness of parents, poverty and want of clothing, juniors cannot go alone when seniors are kept at home unless they live near the school, not having to make 100 days for examination, severe weather, and sickness. Two teachers attribute decline to dislike of New Programme. One cause has not been referred to by teachers, and that is want of comfortable and well-heated rooms."

Omagh Circuit, Central Section.

Mr. ROGERS:—

"There has been in both districts a marked falling off in the attendance of the pupils, owing partly to the unpopularity of the New Programme among the parents, and partly to the impression that, as it is not now necessary to make 100 attendances in order to be examined, regular attendance is no longer required. Under the Results system sacrifices were frequently made by parents to enable their children to make the attendances necessary to qualify for the inspector's examination; but, as this is no longer necessary, the sacrifices are not made, and the attendance at the schools has declined."

Sligo Circuit, North Section.

Mr. MACMAHON:—

"In several localities there has been a marked decrease in the attendance owing, the teachers informed me, to the unpopularity of the New Programme. Drill and Paper-folding seemed to be the two offending subjects. The curtailment of the programme in Arithmetic and Geography, and the new style of teaching Grammar, have also aroused great hostility on the part of parents. Children come to school at the age of five years and leave generally at thirteen. In the purely agricultural districts there is the usual falling off in attendance in spring and autumn. The Attendance Committees are doing excellent work in the urban districts."

Omagh Circuit, North Section.

Mr. YATES:—

"In the majority of the schools I have inspected the attendance tends to decrease. All schools lose much in efficiency on account of irregularity of attendance. This loss is becoming more marked on account of the greater amount of collective teaching possible under the revised regulations. The irregularity is partly due to the smallness of the farms, and to the amount of hand labour required

Armagh Circuit.

ATTENDANCE. at certain seasons. [Fruit culture is largely carried on.] Owing to this cause, and also to the number of factories, the children in the Armagh circuit usually leave school at an early age."

Armagh Circuit. Mr. MAHON:—

"A highly qualified body of teachers, well-equipped schools, and a suitable curriculum, are, however, of no avail as long as the children are outside, and, unfortunately, the attendance, always more or less irregular, is becoming steadily worse. Long distances to walk, severe weather, poverty, and work to be done at home, are factors which will always have their effect in this country. But as the attendance required by law is only 150 days, that is, less than one half of the week days in the year, ample allowance is made for all such causes. How bad the case is can be best realized from a few examples. In one excellently-taught and excellently-equipped school, of the 150 children on rolls, twenty-three made the prescribed 150 attendances. In a school with sixty-eight pupils on rolls, seventeen made over 100 attendances, and only one made 150 attendances. In a third school, on an average one out of eight children in the district served by the school attended with sufficient regularity to admit of their being properly taught. Where irregular attendance is usual, a very slight cause may have grave effects. I must ascribe the downward tendency during the past year to two causes. First, as all pupils are now permitted to be present at the annual inspection, irrespective of their attendance, the incitement to attend during the few months prior to the examination in the time of Results payments has been removed. All my teachers and Managers are unanimous in considering that, as long as attendance is voluntary, the fixing of a minimum number of attendances for inspection, and consequently for promotion, had a beneficial effect on the regularity of the pupils. Secondly, some of the parents, notwithstanding the educational value of new methods of instruction, and regretting the absence of features to which they had been accustomed to ascribe great importance, are not so solicitous as formerly to send their children to school."

Armagh Circuit, West Section. Mr. M'NEILL:—

"The most pressing problem which confronts educationalists in this country is that of the irregular attendance at schools. Irregular attendance, indeed, is hardly the word to describe that which might better be designated 'regular absence.'"

"I take, as an example, a school which I examined a few days ago; the school is situated in a fairly prosperous and populous part of County Tyrone. The following is an analysis of the attendance for a year:—

9 pupils made between	1 and	50 attendances.
17	"	50 " 100 "
23	"	100 " 150 "
11	"	150 " 200 "
1 pupil made over	200 attendances.	

"The number of days on which school was open was 225. Of the sixty-one pupils in attendance it is clear that twenty-six attend in such a fashion that the teaching can be of but little benefit to them, twenty-three attend with moderate regularity, and only twelve can be said to attend properly."

My own inquiries in schools I have visited during the past year **ATTENDANCE** fully confirm these unfavourable statements. Mr. Hogan's estimate of about one-half of the pupils attending 150 days in the year appears to me too high; in a few cases I have found the proportion about one-fourth, but it often falls to one-sixth, to one-tenth, and even lower. Of course this includes pupils both over and under the statutory school-age. In a large urban school, within the Omagh circuit, where Mr. MacMahon states the Attendance Committees are doing "excellent work," I found that out of twenty-eight pupils on III. Class roll (all within school-age), only four had attended seventy-five days in the June half-year, and four in the December half-year, and only five had attended the legal minimum of 150 days in the whole year (1901). Collective teaching and good general progress are scarcely possible under such circumstances.

It is generally admitted that the compulsory attendance clauses of the Education Act are not effective, owing to the numerous **Compulsory clauses of Education Act not effective.** excuses for non-attendance that are allowed, and to the absence of sufficient means of enforcing attendance. No minimum number of attendances should have been prescribed, but the pupils should have been required to attend *every day* their school was open. Some check upon going from school to school, except in cases of change of residence, should have been provided. At present considerable difficulty is found in tracing irregular attenders from school to school, while there are doubtless many children who never go to school at all, and as their names are not on any school roll, they escape the attention of the Attendance Officers where the Act is enforced.

Mr. Ross writes:—

"In my experience of the working of compulsion its effect seems **Belfast (2) Circuit.** always to be greater on its immediate introduction than after it has been some time in force. Indolent, careless parents begin gradually to perceive that the terrors of the law for offenders against the Act are neither formidable nor swift in action, and that many opportunities for evasion can be discovered by experience."

Mr. CHAMBERS:—

"As the Compulsory Attendance Act is in operation in Belfast **Belfast (1) Circuit.** and Lishurn, the children on the rolls of the schools in these towns attend with fair regularity, but I am informed that many of the children of school-going age in Belfast seldom attend school; this is owing to the migratory habits of many of the labouring class, and to the difficulty encountered by the School Attendance officers in tracing children who have removed to new localities."

Mr. Wyse:—

"There is no appreciable change in the attendance in these rural **Ballymena Circuit.** districts, and the state of things in the Ballymena urban district has not changed since my last general report was written. On the other hand, I have not been able to detect any decline in the attendance since the New Programme was introduced. Turning now to the Ballymena rural district, I have to report that the enforcing of the compulsory clauses has had a very substantial effect, more especially in the first six months after the Attendance Committee took up their duties. A large increase in the pupils' attendance has resulted all over this large and populous rural

ATTENDANCE.
Ballymena
Circuit.

district. I attribute this to the fact that a really efficient Committee had been selected, and that three able and energetic Attendance Officers were appointed by the Committee to carry on the work of supervision of the attendance. The Committee, moreover, took the step of adopting as their guiding rule, that children ought to attend school *every day*, unless when a sufficient cause hindered them, and not merely on seventy-five days in the half-year, as laid down in the schedule of the Act. I have great fears, however, that the improvement in the attendance will not be sustained as soon as parents find out the very numerous loop-holes of escape from attendance afforded by the Act."

The ages of pupils vary at the lower limit from three to four years in town schools, and four to five years in rural schools; the higher limit reaches thirteen to fifteen years, but in towns is frequently lower.

Mr. SEMPLE writes:—

Belfast (2)
Circuit.

"In the towns the children come to school at three or four years of age, in the country they come at four or five, but the country children have, on the whole, the advantage in their school life as they commonly remain at school a year or two longer than the children of the towns. I may here express the opinion that a child under five years of age is much better at home than at school. Children sent at five or six are, at the expiration of two or three years, quite as advanced as those sent two years earlier."

There is much to be said for this opinion of Mr. Semple's, and I have no doubt it would be an advantage to *all* if such young children could be sent to special schools where only pupils of three to five years of age were taken.

The decline in attendance is more marked in the senior than in the junior classes, but this is partly due to the neglect, often *culpable* neglect, of promotions during the past year.

Mr. BROWNE writes:—

Londonderry
Circuit.

"Under various pretexts some evaded promotions, and kept their pupils in the old class for a second year, though the requirements for these classes were in some respects lowered; and this action sometimes led to great and just dissatisfaction on the part of the parents."

Some senior pupils doubtless leave the National Schools to attend classes in special subjects, such as Shorthand and Typewriting; others, in order to prepare for Civil Service and other examinations, which the Board's new curriculum, in the opinion of some persons, does not suit.

Mr. O'CONNOR refers to the system of two meetings daily:—

Belfast
Circuit.
Two daily
school-
meetings.

"The system of two meetings daily had a short-lived popularity in Belfast. Almost all the schools tried it for a year and gave it up. The usual hours for the meetings were 10.30-12.30 o'clock, and 1.45-3.45 o'clock. Theoretically this system would appear to have many advantages. It gave the children an opportunity of dining with the family, and having a recreation interval in the open air, which is impossible in schools having no playgrounds. In practice, on the other hand, it was found that the children rarely had more than the usual luncheon, and then returned to play in

the streets around the school. The teachers, again, grew to dislike the system, because they lived too far away to go home to dinner; they remained in the school; and the long hours became fatiguing and irksome for them as well as for the pupils. The two-meeting system now survives in few schools in Belfast; I have met with no case of it in Dublin." ATTENDANCE

SCHOOL ACCOMMODATION

In a few places, notably Belfast, the school accommodation is insufficient in quantity and unsatisfactory in quality, but speaking generally for all the northern division of Ireland it is more than adequate, and in quality is constantly improving. Though one cannot speak favourably of the taste shown in the style of houses, even of those built by the Board of Works, or of the repair in which they are kept, it cannot be denied that quite unsuitable houses and defective premises are disappearing. For instance, Mr. Wyse mentions that in 1894 there were thirty-five schools in the Ballymena district without offices; the number is now reduced to nine or less. One difficulty in getting new buildings is the space requirement of *one rood*. This is the English requirement for 250 pupils, and surely less ought to do for our small schools. SCHOOL ACCOMMODATION.

With regard to the superficial floor space of eight square feet hitherto accepted, Mr. EARDLEY writes:—

"When considering the amount of accommodation, a space of eight square feet for each pupil in average attendance is taken as the unit, which, in my opinion, is inadequate, more particularly under the new system, which largely requires collective instruction. Eight square feet for each on rolls would be nearer the mark, though even then the space would be inconveniently crowded." Londonderry Circuit. Floor space.

Mr. Ross states:—

"I should like here to record my opinion that a school that supplies only eight square feet per pupil in average attendance—especially when one considers the amount of space occupied by the desks and other furniture—is practically overcrowded. Where no playground exists, or in wet weather when the playground is not available, the space, under such circumstances, for drilling the pupils is wholly inadequate." Belfast (2) Circuit.

While acknowledging the force of these opinions, I cannot agree in thinking an increase in the scale of floor space is necessary. This amount is accepted as adequate in England, France, Germany, &c. An increase of cubical space would be obtained by having higher school-rooms—a very desirable improvement. As to drill, the ordinary school-room is not a fit place for giving any instruction in it which involves marching or feet-exercise to any large extent. Physical exercises, where open air space is not available, should be limited to arm and body motions.

Repairs to schoolhouses are seldom carried out in time, and, in case of vested houses, much public money continues thereby to be sadly wasted.

It is not feasible to provide desks with seats for every pupil. I quite agree with Mr. Wyse when he writes:— Ballymena Circuit.

"The accommodation provided for the pupils is in most cases sufficient, if we look to the methods of organisation hitherto in vogue in small schools. If, however, a system of organisation, such as obtains in England and most Continental countries—one of the

SCHOOL
ACCOMMODA-
TION.Ballymena
Circuit.

features of which is the continuous seated posture of the children at school work—if this system is to be generally followed, the accommodation now provided will be found insufficient in the majority of cases. I may remark, *en passant*, that I am not by any means persuaded of the advantages of this system over ours for small schools. The furniture in our schools has been usually provided to seat about half the number of pupils in maximum attendance. Consequently, if all the pupils are to be seated without inconvenient crowding, more desks will have to be provided, for which, in most cases, there is little additional space available. In reference to desks and forms, the furnishing of the schools of this district is on the whole satisfactory. The equipment of the schools is, in many cases, very inferior; for example, in one-third of the schools a suitable clock is not yet provided."

Furniture.

Most of the inspectors report the furniture of the schools is adequate and fair, in some cases even good. The chief defect in the desks is want of variable height for different-sized pupils—a defect which I find also referred to in the English reports.

Heating and
ventilation.

Heating, except where turf is plentiful, and sometimes even there, is still insufficiently attended to, and the school-rooms are seldom comfortable in cold weather before the afternoon. The ventilation of school-rooms is often neglected.

Excessive
number of
schools in
some parts
of the
country.

The excessive multiplication of schools is the cause of many defects observed in them, and might very well be made a lever for effecting improvement. Where schools are over-numerous, grants should be cancelled at once in cases in which defects remain unremedied after attention has been called to them.

This excessive multiplication of schools is chiefly observable in the North of Ireland. As instances, I may mention that Cookstown, with 3,500 inhabitants, has ten schools; Dungannon (3,700 inhabitants), Limavady (2,800), Magherafelt (1,400), have eight schools each! But it is not confined to the North (though there most common, owing to religious differences), and there are in every part of Ireland cases of double schools which might with advantage be amalgamated.

Mr. Ross remarks on this subject:—

Belfast (2)
Circuit.

"The distribution of school accommodation accords fairly well with the requirements of the population, the chief defect being, that in certain rural localities there has been in the past an undue multiplication of small schools, a circumstance that tends in many ways to lower the educational standard in such localities. This undue multiplication of schools is not confined to rural localities only; it is to be met with in an even more objectionable form in provincial towns, where each clergyman who can muster an attendance of thirty or forty pupils insists upon having a struggling school of doubtful efficiency under his own control. In towns such as I have in view, it would be much better if Managers could see their way to unite their forces so as to have a well-attended and well-equipped infant school and a corresponding senior school."

STAFF.

As regards "staffing," Irish schools occupy an unusually favourable position, in having one teacher for every thirty-five pupils in average attendance. In England there is only one teacher for every forty-one pupils; in Prussia only one for every sixty-three (in rural schools, sixty-eight), with quite a considerable number of schools in which there is only one teacher for over 120 pupils, and some in which one teacher has to instruct 150 and even 170 children.

LOCAL CONTROL.

LOCAL
CONTROL.
MANAGERS.

The Managers have absolute power of appointment of the teachers and use it; they can also dismiss them with or without three months' notice, but they very rarely exercise this right unless for very flagrant misconduct, and practically never for inefficiency. They do not (except in very rare cases) pay the teachers anything, and in this matter are merely the channels through which the State grant passes. They are earnest and regular in visiting their schools, but they exercise little or no control over the course of instruction given in them. Only a few among them have expressed unqualified approval of the new curriculum, but nearly all have determined that it should receive a fair trial. By their supervision they encourage and stimulate, as a rule, the teachers who are doing good work, and they act as a wholesome check on teachers who are inclined to neglect their duties, or to perform them in a perfunctory fashion. They frequently do excellent service in promoting regular and punctual attendance of pupils, and I have known them to effect far more in this way than any Attendance Officer. Most of the inspectors say they fulfil a useful function, or, as some put it—a good Manager is a real blessing to a locality. Of course, when it comes to be a matter of paying school expenses (except for new buildings), they do not do much, but when a Manager has fifteen or more schools to look after, it cannot be expected that he—generally the priest of a large poor parish—will have sufficient funds at his disposal. Mr. McNeill suggests the formation of local Committees for this latter purpose, but such Committees would scarcely be willing to provide funds without having some control, which would certainly be distasteful to the Managers.

Of local interest, apart from the Managers, the inspectors state there is practically none. I am not in a position to controvert this statement, but I think it is true only of *rural* schools under Roman Catholic management. Schools connected with Protestant parishes or congregations generally receive a good deal of local attention, I think, and some funds are raised to supplement the teachers' salaries, to pay for the repair and cleaning of the schoolhouse and premises, to provide apparatus, and to give prizes and an annual treat to the pupils. It is true there is an absence of *intelligent* local interest and control, such as exists in Great Britain, and the following remarks by Mr. Wyse will generally commend themselves.

Intelligent
interest in
schools
wanting.

Mr. WYSE:—

"In the more remote parts of the district the schools are left almost entirely to themselves, the only supervision ever given to them being that of the Board's inspector and, to a slight extent, that of the local Manager. In this attitude of the people there seems to me to be an essential and important difference between our schools and those in England. The public interest in England is not only ever so much greater, it is also (which is no less important) a much more intelligent and a better educated public interest. This fact ought, in my opinion, largely to determine the extent and closeness of the Government supervision of the schools in each case, that supervision requiring evidently to be more searching and more minute in our case."

Ballymena
Circuit.

ORGANISATION
AND METHODS.

ORGANISATION AND METHODS.

Dundalk
Circuit.

On this matter Mr. HOGAN reports:—

"There is a tendency to retain the old bipartite system, a system which often caused idling and loss of time, most of all in schools with only one teacher. Many see the benefit of working the school in one division for Singing, Drawing, Drill, Writing Arithmetic, or written exercises, and I expect more to be done in this direction."

Bipartite
system.

There appears to me to be here a misconception. The "old system" (it is certainly as old as the oldest schools) must have had some good points to have survived so long, and to be still the system almost universally followed where one teacher has several classes to instruct. Of course, when subjects such as Singing and Drill are *first* introduced into a school all the pupils may receive the lessons together, but according as some pupils advance in knowledge, this becomes almost impossible. As to teaching a whole school Writing or Arithmetic together, it cannot be done. All may be at Writing or at Arithmetic at the same time, but the teacher is either instructing the pupils individually (a very wasteful use of his time), or he is really *teaching* one division while the other division is working by itself—that is to say, he is adopting the bipartite system. The following remarks by Mr. WYSE appear to me more correct and true:—

Ballymena
Circuit.

"Not much change has yet been made in the organisation of the school-work. I do not think any great change is desirable. The bipartite system is, in my opinion, the best in schools under one teacher, and much of the success achieved in our small schools in the past, has been due to this system. I believe that its adoption in England would do much to raise the low standard prevalent in small English schools."

The method
adopted
should be the
teacher's.

The organisation or methods to be adopted must be determined by the teacher and Manager. Mr. McNEILL puts the inspector's proper course clearly when he writes:—

Omagh
Circuit.

"Except when asked for advice, or when some glaring defect is apparent, I do not interfere with the organisation adopted. One sees good work so often done in unorthodox ways that one becomes somewhat shy of interfering."

And an English inspector puts the same matter in a slightly different form:—

"If good methods always produced good results the gain would be immense. Unfortunately it would be rash to make this assertion. It seems to be necessary that the method should be good not only in itself, but also in the hands of the user."

The inspector may do much to proportion the school-time properly among the various subjects.

The great gain of the new system is the rousing of the teachers, especially the more capable teachers, from mere routine to an intelligent and independent consideration of their work and methods.

All inspectors report that some attempt has been made to group several classes at one lesson, but this has been done chiefly in subjects of which all pupils are equally ignorant. Grouping in others

and, indeed, in these once a marked difference of knowledge has been attained, cannot, as a rule, be carried out without unfairness to pupils who either know less or more than the average, if not to both. Mr. O'Connor writes as follows on this point:—

ORGANISATION
AND METHODS.
Dublin (1)
Circuit.

"In the smaller schools the standards are grouped sometimes in two divisions and sometimes in one for Singing and Drill. In Drawing and Manual Work grouping has also so far been conveniently adopted, as the exercises given have been largely those prescribed for the junior standards. In other subjects the old method of teaching the standards separately has been continued, and it appears to be the best. Collective teaching of standards of equal proficiency is an awkward expedient. It is a Siamese race, in which the partners are badly matched as to length of stride."

A modification of the programme to suit small schools with one teacher seems essential. It was, no doubt, partly with this intention that the Commissioners, in their Code, laid down that the Revised Programme was a maximum, and left it open to Managers, and to teachers through their Managers, to suggest modifications. Unfortunately very little advantage has been taken of this privilege, and where it has been done the suggestions have not always been favourably received. Probably one reason why suggestions for a local curriculum have not been submitted is, that the teacher for various reasons omitted, and for the present has the right to omit, some subjects. Thus, Elementary Science was omitted because the teacher had not been trained to teach it; or, if trained, had not received a supply of apparatus. Cookery was omitted in girls' schools for similar reasons. Geography and History were not taught because suitable Geographical and Historical Readers had not been approved by the Manager. Manual Training has so far been limited almost everywhere to Paper-folding—a poor substitute at best for Kindergarten, which unfortunately has been largely dropped—and no suitable exercise has been provided generally for any but the lowest classes. Even Singing and Drawing, which have been most extensively adopted, are still absent from the list of school-subjects in many cases. In this manner the course of instruction, instead of being more extended, has, in not a few schools, become decidedly more restricted, especially in the senior classes. I shall confine myself to one extract on this matter.

Modification
of Programme
for small
schools
desirable.

Mr. McGLADE:—

"In all the schools under notice the Revised Programme of the Commissioners has been adopted, and no alternative courses of any ordinary branches in it were submitted for approval. Each individual teacher, in deciding the curriculum for his school, proceeded on simple and commonsense lines. He took up as many of the branches as he could teach, having regard to his own qualifications and to the teaching facilities afforded him."

Sligo Circuit.

Some Inspectors state that the greater variety of subjects has made school more attractive to the pupils.

Mr. EARDLEY:—

"As a general rule it may be said that the introduction of the revised programme has made the schools much brighter for the pupils by the greater variety of occupations."

Londonderry
Circuit.

ORGANISATION
AND METHODS.

Mr. CRAIG :—

Longford
Circuit.

"The pupils themselves as a rule like school, and the introduction of the new scheme has made school life much brighter and happier for them, and if only the interest of the parents could be aroused and their co-operation secured, a great improvement would soon be effected."

Mr. KELLY :—

Belfast (2)
Circuit.

"It is too soon, perhaps, to gauge accurately the effects of the new scheme on the attendance, but I am of opinion that it has made school-life more attractive to the pupils. The diversity of the occupation and the appeal to the observation and intelligence would naturally tend to popularise the schools."

This would be more satisfactory if accompanied by such proof as increased attendance of pupils, or greater regularity of attendance on the part of those on rolls. There may be an improvement in some classes; for instance, there ought to be with the infants, who are undoubtedly receiving more attention than formerly, and are not now confined to reading, spelling, and counting. There is, however, a danger with these pupils and in all classes of carrying this variety of subjects too far, and of taking up work unsuitable to the age and capacity of the pupils. Everyone will admit that it is a mistake to make a child of eight years spend his next three years learning a matter which at eleven he could readily master in one year; for which reason some hold that formal lessons in Reading and Writing should not begin at so early an age as three or four years. As Mr. Semple states in the passage already quoted:—"Children sent at five or six are, at the expiration of two or three years, quite as advanced as those sent two years earlier"; and it is well known that abroad the school-going age begins at six.

An excessive variety of subjects leads to a frittering away of the teacher's and pupils' time and energies. *Concentration of mind and effort* is absolutely necessary to ensure mental progress. How to combine variety of subject and interest with thoroughness is one of the great problems to be solved. The difficulty is great, and great allowance must be made in judging of the work done by the schools during the present transition period.

PROFICIENCY.

PROFICIENCY.

My personal knowledge of what progress has been made in various subjects throughout the northern half of Ireland is not sufficient to enable me to pronounce definitely on the matter. I shall, therefore, give my own impressions very briefly, and shall give more copious extracts from the Inspectors' reports.

Dr. MORAN :—

Belfast (1)
Circuit.

"I cannot discover any increase of intelligence or smartness on the part of the pupils. It is too soon yet to pronounce an opinion on the effects of the new programme."

Mr. DEWAR :—

Sligo Circuit.

"It is not quite easy to pronounce with accuracy on the influence which the new code and new methods have exerted on the pupils. As a rule, in the generality of the schools, one does not remark a difference in the intelligence or smartness of the pupils since the

introduction of the new code. But limiting the comparison to those schools in which the new code subjects have been more fully introduced, and to the pupils of these schools who are regular attenders, one can safely affirm that pupils trained under the new code have keener powers of observation and comparison, defter fingers for manipulating, and more erect and graceful carriage than pupils trained under the old system; but the former would compare unfavourably with the latter in the skill and accuracy with which questions in Grammar or Arithmetic based on the provisions of the new code would be treated."

PROFICIENCY.
Sligo Circuit.

But more Inspectors are of opinion that the new course has been productive of greater intelligence—shown most notably by the improvement in Reading and Composition.

Improvement
in reading and
composition.

Dr. BEATTY:—

"In the Newry district the progress made was distinctly creditable; not merely in the introduction of new branches, such as Singing, Drawing, and Drill, but also in the improved methods of teaching Reading and some other subjects. Its effect in sharpening the intelligence of the children was, it seems to me, quite observable in that district."

Ballymena
Circuit.

Mr. ROSS:—

"Evidence is not lacking that the instruction under the new programme is appealing successfully to the intelligence of the pupils. The subject that shows most distinct advance is Reading. Much intelligence, patience, and perseverance are being brought to bear in the teaching of this branch, and with the happiest results. The requirement that the answers in Subject-matter should be in fully formed sentences is also receiving attention. This will prove ultimately a great help in Composition, and even now quite creditable efforts in expressing their thoughts in writing are to be met with among the exercises of Fourth Standard."

Belfast (2)
Circuit.

Mr. McGLADE:—

"I should say the intelligence of the junior pupils is very much improved. They have got more work to do, the training of the senses is attended to, and from the beginning the teaching is conducted on sound inter-connected principles, such as teaching things, not mere words; proceeding from the known to the unknown, from the concrete to the abstract, &c., with the result that the children show increased powers of observing, of thinking, and of expressing themselves clearly. The senior pupils have made good progress in English, as tested by their proficiency in Reading and Composition. They show more intelligence in the former and more facility in the latter. How far they have gained in intellectual or mental power from the educational training of the entire new course, is a point which can scarcely be decided until more experience is had of the working of the new methods."

Sligo Circuit.

Mr. D. P. FITZGERALD:—

"The improvement in the proficiency under the new scheme is not yet very marked. Schools which were good in the past still maintain their reputation; in the majority fair or very fair progress is being made; in those which were bad no change for the better has

Longford
Circuit.

PROFICIENCY. been effected. In these latter under no scheme could effective work be done, and until they are placed in charge of better qualified or more efficient teachers, no better record can be expected."

Belfast (1)
Circuit.

Mr. YOUNG:—

"I have not, so far, met with evidence of increased intelligence on the part of pupils of the senior standards. There is, however, I think, a general improvement in the style of the Reading. Some advance has been made in the junior standards in encouraging the pupils to think and observe for themselves. This is to be attributed to an improvement in the style of the Object Lessons, though very much remains to be done in this direction. The transition stage from the old to the revised programme has not yet been passed, so that it would be difficult at present to form an estimate of the educational effects of the change."

Mr. CRAIG:—

Longford
Circuit.

"I am of opinion that there is on the whole a great improvement in Reading. In the higher standards there is an honest effort being made to train the children to read clearly, easily, and naturally. First Standard is, however, still left too much to senior scholars, who cannot teach Reading, and the pupils are allowed to repeat the words in a monotonous tone, pausing after every word, instead of after each group denoting a single idea.

"Composition is now taught concurrently with Grammar from the Third Standard upwards, but even from the very first the children are taught to give their oral answers in complete and correct sentences. The formation of sentences, oral and written, in the beginning, the description of familiar things and places, the careful statement of facts acquired in object lessons, reproduction of short stories and Letterwriting, are the principal means employed to train the pupils to express themselves clearly and in correct language, when endeavouring to explain facts, and describe occurrences within their own observation and experience."

This is undoubtedly a great gain. I think it is open to question if too much is not expected in the matter of Reading from our National School pupils; certainly less "finish" or style is looked for from pupils of Secondary Schools. It is all the more gratifying to find improvement generally claimed for the two subjects mentioned. They have certainly received more attention than in the past. It should be remembered, however, that a very large number of pupils remained a second year in the same classes, and were reading the same book or an easier book during that second year.

The new books adopted are in general not much, if at all, better than the Board's Readers (Sixth excepted), but they are for the most part simpler in language and matter. Some, however, want revision in this respect. Here is an extract from an early lesson in a Fourth Reader—presumably, therefore, for small children of ten or eleven years of age:—

"Whither go the clouds and wind so eagerly. If, like guilty spirits, they repair to some dread conference with powers like themselves, in what wild region do the elements hold council, or where unbend in terrible disport."

Some doubt is expressed as to whether progress has been made in Writing and Spelling; my own impression is that the latter has not improved. The change from Parsing to Analysis (the latter little understood by most teachers) has probably had at least temporarily a bad effect on formal Grammar.

PROFICIENCY.

All agree that Geography is much worse; in fact geographical knowledge can scarcely be said to exist except as a survival of the past. Teaching History or Geography through Readers alone is scarcely feasible below the highest standards. The mere difficulty of making out the words prevents anything like adequate attention to the *matter* on the part of the pupils. Concentration here is also necessary, and one thing at a time.

As regards Arithmetic, I will quote only a few Inspectors, but nearly all have referred to the subject in their reports. As a rule, the teaching is found to be more intelligent, but yet fails to reach the children's understanding; and there is rather a noticeable decline in accuracy and in the power of dealing with numbers.

Mr. DALY:—

"In Arithmetic the improvement is not so marked, though some improvement is certainly to be noted as regards Mental Arithmetic, which, under the Results system, was scarcely taught at all. The teaching of Arithmetic was in the past purely mechanical. The style of examination enforced directly encouraged such teaching, and consequently progress in this branch, though already evident, will necessarily be slow."

Clones
Circuit

Mr. BANNAN:—

"The teaching of Arithmetic under the revised syllabus is generally satisfactory. The children take great interest in the practical measuring and weighing, and the elements of concreteness thus introduced naturally tends to make the instruction more intelligent. Mental Arithmetic is now securing something like an adequate degree of attention."

Londonderry
Circuit

Mr. PEDLOW:—

"Both in Belfast and Omagh the programme in Arithmetic has not been treated successfully. The practical work is almost *nil*, it has practically not been commenced, and the answering to questions requiring thought for their solution is, in most schools, poor."

Omagh
Circuit

Mr. MURPHY:—

"The proficiency in Arithmetic is very low indeed, and there has undoubtedly been a general retrograde movement throughout the schools as far as this branch is concerned. Although the requirements have been much curtailed to make room for more intelligent teaching, I nowhere find evidence of improved method, while inaccuracy is becoming an ordinary characteristic of the work of the pupils."

Armagh
Circuit

Mr. SEMPLE:—

"The theory of Arithmetic receives more attention than heretofore, but there is a falling off in the ability to work arithmetical exercises correctly and in neatness of work, while Mental Arithmetic is still a weak point in most schools."

Belfast (2)
Circuit

Mr. O'CONNOR:—

"The proficiency in Arithmetic has, I believe, not been maintained at its usual level as regards accuracy; neither can it be said that the reasons of the rules and the processes are more intelligently understood."

Dublin (1)
Circuit

PROGRESS, MR. WYSE:—

Ballymena
Circuit.

"I consider the proficiency in *Arithmetic* unsatisfactory. I find a falling off in quickness of calculation and knowledge of tables in First and Second Standards. The Third Standard appears to hold its own in the simple rules, but I am persuaded that a knowledge of decimal fractions is too difficult for this Standard in most schools. The manipulation of whole numbers is not beyond a Third Standard child; but to be asked to deal with parts of a whole number, involving a new order of logical ideas, appears to me too difficult an exercise at this stage. Of course, if decimals are taught in Third Standard, I expect that the pupils will show that they understand the meaning of them; in many cases, in fact, nearly all, they can do addition, &c., of decimals by certain mechanical rules, and I am sure that with a little extra trouble they could be taught to apply any other formula to numbers, say, for instance, that used in working *Arithmetical Progression*; but I do not suppose anyone would maintain that the working of such a formula was of much educational advantage to them. I understand the decimal system was introduced so early in the course in order to lead on to exercises in *Elementary Science*, but would not Fourth Standard be quite soon enough to start both of these subjects in this form?

"In the Senior Standards I am much disappointed with the proficiency in *Arithmetic*."

In support of Mr. Wyse's views on this matter, I may refer to a recent experience of my own. During a visit to a well-conducted school, I expressed a wish to see what the Third Standard pupils were doing in Decimals. The teacher kindly took up the matter at once, and gave a lesson on elementary decimal notation, which would have been admirable if given to pupils of more advanced mental development, and evidently appealed even to the young children under instruction. While he was calling and marking the rolls, I gave them a few simple arithmetical exercises. A number of five places of figures was correctly set down by about half the class; not one was right in a sum in simple subtraction, and only a portion of the class in an easy question in multiplication, and another in short division. In my opinion these pupils would have been much better employed learning the simple rules with whole numbers than spending their time at decimals.

MANUAL
INSTRUCTION.

MANUAL INSTRUCTION.

Manual Instruction has scarcely anywhere got beyond the elementary work of Paper-folding. This has been extensively introduced into the schools in many parts of Ireland, but in some places teachers have not yet had an opportunity of attending training classes in the subject.

Belfast (2)
Circuit.

Mr. KELLY:—

"Paper-folding is the only part of the "Hand-and-Eye" programme which I have found adopted in the schools. Some parents view this valuable exercise with disfavour, but the blame seems to me to rest partly with the teachers."

Dr. BATEMAN:—

Clones
Circuit.

"Paper-folding, which is, as a rule, the only part of the Manual course yet adopted, is no doubt educative, as deftness and neatness

are inculcated; and every pupil must think for himself or herself in folding from the plans, or drawing from the folds; but if, as I have seen occasionally, slovenliness in folding be permitted, or children be allowed to fold without the teacher drawing the plans; or if the same plans have been given over and over again, so that the pupils knowing the folds by rote *precede* the teacher, then the exercise appears valueless."

MANUAL
INSTRUCTION.
—
Clones
Circuit

Mr. O'CONNOR:—

"Manual training is finding its way slowly into the schools. The expense of providing materials has been the obstacle. The equipment grants now remove that source of delay. There has also been some hesitancy arising from doubts as to the value of the subject. Too much has been expected from it, and pretensions have been attributed to it which it does not make. It professes not to usurp the place of the purely intellectual exercises, but rather to act as a useful auxiliary in mental development and practical training. As I understand it, there is really more exercise for the wits than the hands in its exercises, and if the exercises are conducted intelligently, Manual work will subserve a useful purpose. The danger is that the exercises may degenerate into mere mechanical practice."

"A mistake would seem to have been made in keeping the senior standards too long at the simpler exercises in Paper-folding. If possible, work suitable for the senior standards should be dealt with at the organisers' classes along with that for the junior standards, or no manual work should be commenced in the senior standards until the teachers are prepared to occupy them with exercises sufficiently progressive in character to sustain their interest."

Instruction in Vocal Music has been largely extended in our schools during the past year, owing to the excellent work done by the Music organisers. Nearly all teachers who have "voices" are now teaching the subject, and some, I regret to say, who have neither ears nor voices. But, on the whole, the instruction given has improved, and before long we may reach Mr. Goodman's ideal of having Music as general as Writing."

Vocal Music.

Mr. DEWAR:—

"Singing has been introduced into a fair number of schools, but as a rule the course has been limited to a few songs learned by ear, and to the practice of the chord of *Doh* on the modulator. . . . It is doubtful if teachers whose ears and voices are untrained should be allowed to teach Singing. Children are much more likely to be permanently injured than permanently benefited by such instructions."

Mr. DALY:—

"Music and Drawing have been very largely taken up, and in the former branch, with very fair success, on the whole."

Clones
Circuit.

Mr. CRAIG:—

"Music has been introduced into a good number of schools round about [Longford]. In cases where the teacher has had as yet no opportunity of attending such classes, but is still able to sing fairly well, and set a pattern to the pupils, I encourage him to take up Singing by ear."

Longford
Circuit.

VOCAL MUSIC. Mr. YATES :—

Armagh
Circuit.

"Singing has been generally introduced. The result is excellent. School life has been brightened.

ELEMENTARY
SCIENCE
AND OBJECT
LESSONS.

"Elementary Science," as laid down in the programme, had been taken up in scarcely a single school during 1901. This was largely due to the want of apparatus. Now that Equipment grants have been made, a beginning may be expected. Object Lessons are very commonly given, but are seldom useful. A good Object Lesson is probably the most difficult test for a teacher.

Mr. MURPHY :—

Armagh
Circuit.

"Object Lessons are now given—but very irregularly. I am afraid—in most schools; they are seldom of any value, and more often than not, educational curiosities.

"A well selected series of such lessons is to all intents and purposes a course of Elementary Science. Take, for instance, such a scheme as the following :—

"(a.) For the winter months.—Object Lessons on the three forms of matter: water, ice, steam, &c., leading up by familiar illustrations to an explanation of the more ordinary phenomena of the atmosphere.

"(b.) For the spring and summer months.—Object Lessons on plant life, illustrated by specimens of germination, growth, and flower development, prepared and patiently observed by the pupils themselves.

"(c.) For the remainder of the year.—Object Lessons on the lever and the pulley, with the many illustrations accessible.

"A scheme such as this provides a course of Elementary Science as rational and as suitable to our schools at the present stage as any that can be formulated. Of this, at any rate, I am convinced: the teacher who shows himself incompetent to give an intelligent Object Lesson, will assuredly fail to give effective training in any line of Elementary Science."

Mr. CRAIG :—

Longford
Circuit.

"Object Lessons on common objects are now becoming general, but the aim in most cases appears to be the communication of knowledge and the answering of questions in fully-formed sentences, rather than the development of the powers of observation and the clear expression of facts observed. The lessons are seldom properly illustrated, and until the issue of the recent circular bearing on the subject in November last, there was a complete want of system in arranging the lessons in courses for the different standards."

Mr. DALY has somewhat similar observations in his report.

Mr. WYSE :—

Clonsilla
Circuit.Ballymena
Circuit.

"Elementary Science has not been tried anywhere yet. Object Lessons are given in many cases, but in few schools well. In some schools the Agricultural course has been tried, and a good deal of useful practical instruction imparted. The subject, where taken up, appears to be a favourite with both teacher and pupils. This course appears more suitable to rural schools than the Elementary Physics course, in which the teachers everywhere are being trained."

Dr. BAYEMAN:—

"Some changes may have to be made; but among the many subjects which have come to stay are Object Lessons, which can be readily taught on the collective system. Object Lessons create a wider and deeper interest in things in general, and promote in many children a real desire for knowledge and advancement. As an instance in point, the headmaster of our Model School [Enniskillen] sometime ago during an Object Lesson, suggested the idea of a formation of a School Field Club for the observation of Nature—rocks, trees, flowers, birds, insects—and was not only delighted, but surprised, to find the enthusiastic and intelligent reception accorded to the suggestion by the great majority of the senior pupils. As a result, they have since been busily at work identifying and compiling lists of the birds which winter with us."

ELEMENTARY
SCIENCE
AND OBJECT
LESSONS.

Glenties
Circuit.

This is an excellent development of the Object Lesson, which might usefully be attempted by other teachers having a taste for Natural Science or Natural History.

Mr. CRAIG, who is an expert in Drawing, writes as follows:—

DRAWING.

"A reasonable amount of Drawing is now done in every school, even though the teachers have not been trained to give instruction in it. Infants are taught to draw straight lines, angles, and a few simple geometrical figures on slates. First and Second Standards do pretty much the same kind of work on dotted paper, and occasionally with rulers on plain. Third and higher standards are usually put to copy on plain drawing paper, such patterns as are to be found in Vere Foster's books and charts. Too much use is made of india-rubber, and little attempt is made at teaching the drawing of lines with one sweep, or at collective instruction by means of blackboard, as distinguished from individual teaching only."

Longford
Circuit.

Mr. BROWNE:—

"Drawing is attempted in a great many of the schools. That done by infants is usually worthless; the dotted paper work prescribed for the junior standards is fairly executed, and gives some idea of symmetry, while the work done by some senior pupils is distinctly worse than formerly, and Object Drawing or sketching from nature seems to be removed to a greater distance than ever."

Londonderry
Circuit.

Mr. MACMAHON:—

"Up to the present the great majority of pupils have been confined to drawing on dotted paper, with very little advantage to themselves."

Omagh
Circuit.

Mr. KELLY:—

"Since the introduction of Drawing on dotted paper, Freehand Drawing on plain paper has been neglected, contrary to the letter and spirit of the Revised programme."

Belfast (2)
Circuit.

"I have advised the teachers to give due attention to the latter department of this subject."

Drill has become all but universal. It is of the most varied kinds—from regular army drill (which is, in my opinion, unsuitable for girls) to mere class movements. The latter I saw in a Donegal school, and it appeared to me very useful. It would cure some defects noted in the following extracts.

Donegal
Circuit.

Drill. Mr. PEDLOW:—

Omagh Circuit. "I look upon the almost complete disappearance of corporal punishment as an indication of better discipline. Punctuality, politeness, gentleness to one another, and the readiness of pupils to obey their teachers, are all now hopeful signs of better organisation. The personal neatness and general cleanliness of the children has improved."

Mr. MORGAN:—

Armagh Circuit. "The introduction of Drill has increased the ability of pupils to carry out smartly the directions given by the teacher in making class movements, but it is remarkable that pupils who hold themselves erect when at Drill have not been trained to keep up their heads when reading."

Mr. KEITH:—

Clones Circuit. "Physical Drill is a popular branch, and has rendered school life more interesting and expeditious. Sometimes the pupils sing when at drill. In some schools very good drill-masters have been employed. Politeness and deportment, too, have much altered for the better."

Mr. DEWAR:—

Sligo Circuit. "Drill is also taught in every school. The movements are executed with fair precision, and a considerable portion of the new code has already been taught.

"As a general rule no distinct advance is noticeable in the readiness with which orders are obeyed during the ordinary work of the school. This arises from the half-hearted attention to orders with which teachers are satisfied. They have not yet realised that the prompt response to orders during Drill practice should be carried into the whole school life, and they seem to regard drill as quite apart from and in no way connected with the ordinary school discipline. In too many schools the careless posture of the pupils standing in class, and their want of energy while seated in desks, are still noticeable."

Mr. WYSE:—

Ballymena Circuit. "A certain number of Drill exercises have been introduced into nearly all the schools. As a rule, satisfactory proficiency is reached in these exercises. There are schools, however, where the formal Drill exercises are well carried out, but where at other times the discipline is decidedly lax. The Drill exercises must have a good effect on the health and manners of the pupils. School games have not been tried much yet."

Mr. ROGERS:—

Sligo Circuit. "The progress made in Drill is satisfactory, and its introduction has improved the carriage of the pupils and the order of the schools."

Mr. WARNER:—

Dundalk Circuit. "Drill was taken up as a rule, and was generally very fair, sometimes excellent; it has beyond doubt had a marked effect on the discipline, bearing, and manners of the pupils, with whom it is very popular."

DRILL.

Mr. TIBBS:—

"The pupils seemed to come cleaner in the mornings, and at many schools the teachers had provided in the porch a basin, soap, and towel, in the absence of better lavatory accommodation." Dublin (1) Circuit.

I should be glad to see the words "school discipline" omitted from the heading of the Drill syllabus. Its presence there tends to foster the notion that it is an ordinary *subject of instruction*, to be taught during one or more half hours of the week, instead of being constantly attended to by the teacher, and permeating the whole school-life of the children.

COOKERY AND LAUNDRY WORK.

Of Cookery and Laundry-work little is to be said, except that its introduction into ordinary schools has made little progress. These subjects involve not only considerable initial expense, but also serious daily outlay. Instruction cannot be given satisfactorily where there is not a second room. I have seen Laundry-work in only one school. About thirty girls were assembled—two at a time were ironing, the other twenty-eight were looking on. This is a subject which might be better deferred to the last school years of the girls. COOKERY AND LAUNDRY WORK.

All the Inspectors who refer to the matter report that Cookery is a subject confined almost exclusively to Model and Convent schools.

Mr. D. P. FITZGERALD:—

"Cookery and Laundry-work—the other industrial subjects suitable for girls' schools—are practically a dead letter in these districts. Only in a few Convent schools, which were provided with experts in these subjects, and in which they were taught under the old *regime*, has any attempt been made to give instruction. The difficulties in providing both apparatus and materials, as well as the want of skill of the ordinary teacher, have been almost insuperable obstacles to their adoption, and, as far as can be judged, the prospect of their more general introduction is not bright. The want of enthusiasm in matters of this character is to be regretted, as these subjects form a necessary part of the requirements of any girl, no matter what may be her calling in after-life." Longford Circuit.

NEEDLEWORK.

The time devoted to Needlework in National schools has been considerably curtailed. The introduction of *class* instruction through the assistants to the Directress of Needlework, has helped to keep up the proficiency where they have visited. The work is sometimes far too fine considering the lighting and other conditions of the schools. NEEDLEWORK.

Mr. TIBBS writes:—

"An organiser in Needlework had given some useful instruction to teachers of Gort and neighbouring schools, with good results. Some of the schools in or near Dublin had also been visited by these ladies, whose services are so valuable that it is to be regretted they are not more widely available." Dublin (1) Circuit.

NEEDLEWORK. Mr. MACMAHON and Mr. SHANNON report as follows:—

Omagh Circuit. "Class lessons in Needlework are now given, accompanied by illustration on blackboard, that cannot fail to have a good effect."
 Dundalk Circuit. "Curtailling the time formerly given to Needlework does not appear, so far as I have been able to observe, to have lowered the proficiency in this subject."

Mr. O'CONNOR:—

Dublin (1) Circuit. "The proficiency in Needlework has not suffered from the lessening of the time devoted to it. As a rule, a serviceable degree of skill is attained, but very well finished specimens are comparatively rare."

EXTRA
SUBJECTS.

EXTRA SUBJECTS.

"Extra subjects" have almost ceased to be taught. Instrumental Music is still kept up in some Convent schools—rarely in any other. Only one or two Inspectors refer to Latin or French; I found both taught in one Model school. The course in Mathematics has been found too heavy for adoption except in rare cases; a reduced course has been officially sanctioned for a few schools. Irish has been largely taken up, but so far not very extensively for special payment. One Inspector writes:—

"Irish is spoken in all the mountainous parts of the district, but it has not been introduced into any of the schools in those parts. The two schools where it is taught are attended by children speaking English exclusively."

Another Inspector, referring to Evening schools, writes:—

"No interest is taken in extra subjects, and an effort to start Evening schools to teach Irish ended in failure."

EVENING
SCHOOLS.

EVENING SCHOOLS.

A large number of Evening schools were opened, but many had a short existence. In Belfast, the Inspectors report them to have failed on the whole; in Dublin they began well, one at least with hundreds of pupils, but this quickly fell to tens. The best success is noticed by Mr. Rogers:—

Sligo Circuit. "Twenty-two Evening schools have been started in the Sligo district this winter, all being in the County Leitrim. Nearly all have been visited by me incidentally, and I have everywhere observed that the greatest interest is taken in the work by those present; and although the schools have been in operation for over four months, I could observe no flagging in this interest. In several instances I have been told that the initiative in starting the school was taken by the pupils and not by the teacher. The aim of the pupils, who are generally agricultural labourers, is to learn Reading, Spelling, Arithmetic, and Letter-writing."

Opinion is much divided as to whether next season will show an increase or decrease in the number of Evening schools. It will entirely depend upon whether the "pupils" are in earnest or not. The teachers are no doubt willing, but when they find the number of students diminishing day by day—the example, unhappily, becomes contagious—they naturally lose heart and give up.

The subjects taught in the Evening schools have been mainly elementary; some Inspectors suggest a more advanced course, such as would be suitable for Continuation schools, leading up to the Technical school, but there seems little scope for such a course.

MUSEUMS AND LIBRARIES.

Museums and school libraries have been started in a few places, and more may be expected in future. It should be remembered that in many places there have long existed parish libraries open to the children through their parents. The reading of books at home encourages reading for the sake of the subject-matter, and promotes independent study. This was one of the great advantages of "Home Lessons," which, it is to be regretted, some teachers have very foolishly ceased to require from their pupils. Other teachers have recognised the utility of these lessons, and have continued them in moderation, though no special time for hearing Home Lessons may appear in their Time Tables. This is the correct principle to act on; the home lessons should be connected with the particular portion of the subjects the pupils are learning any day.

Home study.

MR. D. P. FITZGERALD writes:—

"This has now been done away with by the almost universal *dis-use of home tasks*. Of the entire wisdom of such a step there may be some doubt.

Longford
Circuit.

"The burden laid on the minds of the pupils while at school is not so heavy as to incapacitate them for further work in the evening, and without such effort a most important part of every educational scheme—the development of memory—will be neglected. No pupil, however great his genius, can do without the performance of these home tasks, as none of the many details, which are invaluable in the everyday life of the student, can be known with sufficient accuracy without much private effort and properly directed study."

It is satisfactory to find that the Census Returns continue to show a steady decline of illiteracy, even though an absurdly early age (five years) is fixed as the lower limit. It is to be hoped that future returns will show a further decline, as may be expected from the fact that managers, teachers, and the rest of the public are now so fully alive to the necessity of a good education for the interests and welfare of the rising generation.

Decline of
illiteracy.

LOCAL INTEREST, SCHOOL-HOUSES, &c.

In view of the neglected condition in which school-houses and school premises are not infrequently found—a state of affairs which must be mainly attributed to local apathy and to want of local interest in school matters—I add here the remarks made on these subjects by *all* the Inspectors in my division of the country. This will explain why so few extracts from Inspectors' reports appear under these heads in the earlier part of this report. Owing to changes of centre during the year several Inspectors make reference to more than one district.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Derry
Circuit,
Eastern
Section.

Mr. F. EARDLEY:—

"I can only speak of the managers in this circuit in terms of the highest commendation. To them is due the first establishment of the schools, their subsequent maintenance, supervision of the teachers, and watchfulness over the attendance. The great majority of the managers being clergymen, the schools naturally fall under their supervision, and the duty is well discharged.

"Except the interest manifested by the managers, who may be taken as representatives of the general public in the matter of education, there is little to show the state of popular feeling regarding the schools, which are expected to go on with almost the same unfailing regularity as do the operations of nature. An appeal for subscriptions for some necessary work is never unsuccessful, and the parents very rarely make any complaint as to the progress or treatment of their children.

"It is interesting to note that in the above number of schools (263) not more than a dozen are unsatisfactory in the matter of affording adequate accommodation for the scholars attending. In four of these instances steps are in progress to remedy defects.

"In the matter of heating the school-rooms, much improvement is desirable. In backward localities, each scholar still brings a sod or two of turf under his arm to make up the school fire, so that on inclement days, when the severity of the weather prevents a good attendance, the fire is at a minimum when most needed. In more favoured localities, the parents send cart-loads of turf to the school, and good fires are kept up during the cold weather, while in the towns coal is generally used, subscribed for by the parents through the children."

Mr. W. J. BROWNE:—

"Managers, as a rule, take a lively interest in their schools, visit them frequently, and often attend for some time on the day of the annual examination; but few of them go so far as to expend money in the advancement of educational work, though a small number give prizes to the best pupils of their schools. Most of the managers are clergymen of the various churches, but a few are laymen, and two are ladies. They are invariably courteous, and ready to receive and act on suggestions for the improvement of their schools.

"The local interest in the welfare of the schools exhibited beyond the managers is not great; but parents occasionally make themselves heard, by way of objection to some of the subjects taught.

"The school-houses included in this area are, in many cases, excellent buildings, kept in good repair, and in every respect suitable for educational purposes; while in most instances the others may be characterized as fair in all these respects. There are, indeed, a number of defective buildings, but in nearly all such cases measures have been taken to replace them by better. During the year two new school-houses were built in District 2, both vested. In some of the older buildings the windows are small and low, and the rooms consequently rather dark in winter, but in general the lighting is satisfactory; while all are adequately heated when necessary, sometimes from local funds devoted to school purposes, but usually from contributions by the parents of the pupils, supplemented by the teachers."

Derry
Circuit,
Southern
Section.

Mr. E. T. BANNAN:—

"As a rule, the managers visit their schools frequently and use their influence actively in encouraging the attendance of the pupils. In many cases the constant and intelligently-directed supervision of the manager has a most beneficial effect on the general work of the school. One manager, who has an exceptionally large number of schools under his control, has instituted an excellent system of formal conferences with his teachers on educational matters, which have proved distinctly useful. I am not aware of any instance in which a manager has acted upon the Commissioners' recommendations with respect to the holding of periodic examinations, the provision of school libraries and school museums, and the establishment of a system of school prizes.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.
—
Derry
Circuit.
Western
Section.

"School committees exist in connection with most of the schools under the management of the Presbyterian clergy. These committees take an active part in all matters affecting the welfare of the schools. In general, however, the evidence of healthy local interest in educational matters is very slight.

"The schools vested in the Commissioners are, of course, kept in proper repair. In too many instances, however, schools vested in trustees are allowed to fall into such a state of disrepair as to call for serious official notice. A non-vested school as thoroughly well adapted for its purposes as a vested school in good condition is rarely met with. I do not know more than five or six that could be so described. The greater proportion, however, of the non-vested buildings, though not reaching this standard, are substantially-built, useful structures.

"Of absolutely unsuitable houses there still remain far too many. These wretched structures are confined to a comparatively small area, and are gradually being superseded by vested school-houses. The rate of progress is, however, painfully slow.

"The school-houses are well heated in winter. Fuel is plentiful and easily obtained. As a rule, a daily supply is brought by the pupils—a primitive arrangement, which appears to work well."

Mr. E. DUFFY:—

"As a rule, the managers whose schools I inspected frequently visit their schools, and take a deep interest in them.

"There is very little interest displayed by the public generally in National schools, and such interest as exists, has occasionally taken, with regard to the New Programme, a not altogether friendly form. I have at times been made aware of a certain uneasy feeling—shared by some managers—as to the Arithmetic, Geography, and Manual Instruction courses for seniors.

"But after all, the prevailing attitude, locally, towards school matters is one of apathy. In the majority of the country districts, the parents are small farmers and labourers, and have such a struggle for existence that they pay little heed to what, I suppose, seems to them outside their immediate concern, but leave educational affairs entirely in the hands of the managers and teachers.

"The school-house accommodation is, on the whole, satisfactory. There are no doubt still some schools through North Donegal which, as buildings, are little better than the cabins that surround them; but these are being gradually replaced by new vested school-houses.

"The country schools are, generally, heated with fires of peat, of which there is plenty, as a rule."

Derry
Circuit,
Northern
Section

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Ballymena
Circuit,
Eastern
Section.

Dr. H. M. BEATTY:—

"Managers differ much more in the character and value of their educational work than teachers do. I have met some who are a blessing to their schools—encouraging, guiding, aiding, abstaining from interference where it is unnecessary, and, above all, by liberal monetary help, and by appointing the best teachers to be got, without regard to local influence, or creed, or such like considerations. Two such managers [both landed proprietors] occur to my memory. They belong to the class which, if it would take an interest in schools, could manage them most effectively: being men of the world, interested in the locality and the people, and yet above its petty jealousies and gossips; accustomed to business habits, and able to give some monetary help. Unfortunately, very few of this class take any interest whatever in education; and, I think, the very few who do have learned to take an interest in it in other countries and are frequently away from home. The system being undenominational and worked by individual management, these, if they could be found, would be the ideal managers. But, apart from theory, the working is in practice largely denominational. Things being as they are, Roman Catholic clergymen make the most effective managers. They are the best acquainted with the details of the history of the children and the school; they make considerable efforts to maintain the houses in proper repair, and they appoint fairly good teachers. Some Established Church clergymen make really good managers—sympathetic, enlightened, courteous, self-sacrificing, free from petty local jealousies, and firm in appointing good teachers; but, as a rule, probably owing to domestic ties, they have not the same sympathy with the children of the poor that Roman Catholic clergymen have. Presbyterian clergymen, as a rule (there are exceptions), seem to me to exercise less practical supervision over their schools. They do not appear to visit schools much. When I visit a school incidentally, I do not often happen to find a Presbyterian clergyman present. They, however, generally appoint very good teachers and lay out a good deal of money on the buildings. Methodist clergymen are usually moved before they have had time to take much personal interest in their schools. There are some farmer managers around Ballymena. These are often only the mouth-pieces of Committees. They do not interfere with the teacher's action in ordinary matters, are guided in their judgment and action (when such is necessary) largely by the expert opinion of the Board and the Inspectors (which, so far as the selection of teachers goes, is not the case with managers generally), make considerable exertions to raise money for repairs, and, on the whole, make very useful managers for little country schools. In two cases here quite recently lay managers of something like this type have taken the place of clerical, and in both cases, I believe, with advantage.

"The most regrettable feature in the history of the schools is the want of local interest. The recent changes roused some general attention, but, apart from those who from time to time happen to have children attending, people know little of the schools, and care less. Beyond personal grievances or sectarian wranglings, even educated people seem to see nothing worth discussing in the question of education. Sometimes one hears from a teacher that the parents object to their children learning Drill, as being too trying for them; or Drawing, because it is not for this, but for Reading and Writing.

that they send their children to school. But even these faint expressions of opinion represent often the ideas of a worthless teacher more than their own. The people generally have no notion of the meaning of the New Programme, nor do they think it worth their while to enquire. This want of public interest is probably due in part to the system of management. Clerical managers seem to me somewhat to resent the interference of local laymen in educational matters, and to have some notion that by virtue of their office they are educational experts. Laymen, on the other hand, seeing the school so closely connected with the church for generations, and the school always under the control of the clergyman, come to regard education as a matter beyond their powers to deal with. One of the most striking proofs of the apathy of the inhabitants is the difficulty of raising money for repairs or structural alterations. Even a few pounds cannot be raised without the greatest exertion.

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"As to school accommodation and school-houses, nothing impressed me more strongly during my short visit to Galway County than the satisfactory character of the school buildings. In the Newry district, and, as I have since found, in the Ballymena circuit, the country school-houses generally are of a humble type. Most of them are built on the roadside, without playgrounds.

"Now, in Galway—of course it must be remembered that my experience was very short and perhaps misleading—the houses were new, airy, and well-lighted, with good desks, ample playground, and plenty of floor space. Class-rooms too, which are often wanting in the North, there were, where needed.

"Any one acquainted with the National Board's system will know at once that there are vested school-houses, built largely with Government grants; while, in Ballymena circuit and around Newry, the houses are usually non-vested.

"In the case of the Committees, which are common in the North, there is further a feeling of affection for the old place, where they and their people have been at school for generations. These Committee men are not particularly enlightened nor quick-witted; they are well-meaning and wish the bairns to be well taught; but they are slow and do not change. They do not care much for new houses, or new teachers, or new programmes."

Mr. A. N. B. WYSE:—

"The supervision of school managers over the school work is not usually great. There are many managers who seldom visit their schools; others, who visit occasionally, either through want of knowledge or want of interest in the school work proper, have little effect on the teaching. Very few managers are educational experts, nor could it be reasonably expected that they should be such. For this reason, a great many of them are unable to form a proper judgment on the utility of much that has been recently introduced into our schools.

Ballymena
Circuit,
Central
Section.

"This consideration brings me on to the question of local interest generally in school work. The public undoubtedly take an interest in the schools, but it is not, as a rule, an intelligent interest. The public sadly need education on school work and its objects and ideals. There is a great want of appreciation on the part of managers and of the public with regard to the utility of manual and practical instruction in the school course. The great demand with the public

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seems to be for 'quick returns' in educational work; any course of training that leads to slow but steady development of a child's intellect is looked upon as largely useless and unnecessary.

"Coming to the state of the school-houses, I find that since writing my last report, two years ago, ten new vested schools have been opened in this district, and one non-vested school enlarged from local funds. This gives a total of seventeen new school-houses opened since I took charge of the district just four years ago. Two vested schools are at present in course of erection; in eight cases of poor buildings negotiations for erecting new houses are proceeding with, I anticipate, satisfactory results. I estimate that about 110 school-houses may be considered satisfactory, thirty-five middling, and ten bad; of the latter it is probable that all will soon be eliminated from the Board's list.

"On the insufficiency of the heating arrangements in many schools, and more especially vested ones, I hold strong views. The heating arrangements in our schools appear to me to be admirable, except when the weather is cold. The plan favoured by the architects of the Board of Public Works is that of heat-radiation by means of a large open grate. This plan does very well for rooms in dwelling-houses, but for school-rooms of dimension of 30 feet by 18 feet, with a ceiling 13 or 14 feet high, this plan is quite insufficient in severe weather. I am informed by a competent authority that the temperature of a living room, to be comfortable, should be from about 60° to 65° Fahrenheit. In many National schools in cold winter weather the temperature seldom rises above 50° F. for the first two hours of the school-day. Later on in the day the room is warmer owing to the presence of the children, but this can scarcely be considered a hygienic method of raising the temperature. In many non-vested schools stoves are now used, with a great increase in the comfort of the pupils."

Mr. A. B. GLOSTER:—

"The managers generally take an active interest in the schools under their charge. By their suggestions, and their readiness to receive suggestions, they have often assisted me in my official duties, and I gratefully acknowledge their help and co-operation.

"The want of interest in the welfare of National schools usually displayed by persons of position other than managers living in their neighbourhood, is a matter of regret.

"While local interest of the kind referred to above, which might do much to further the cause of primary education, may be regarded as practically a negligible quantity, a certain kind of interest, not so useful in its tendency and usually expressing itself in adverse criticism of new systems and methods, has been evoked by the publication of the Revised Programme.

"In the late Roscommon section of Ballinasloe circuit, steady progress is being made in the replacement of old and unsuitable buildings by suitable vested school-houses, certain managers in particular displaying a praiseworthy activity in this direction. The general character of the non-vested school-houses compares unfavourably with that of the vested ones. They are, as a rule, kept in good repair, but in plan and equipment they fall short of modern requirements.

"As regards heating arrangements, the schools which I have visited are, as a rule, fairly well provided.

Ballymena
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Western
Section.

"The importance of rendering the school-room and its surroundings comely and attractive is not, I regret to say, very generally recognised. LOCAL INTEREST, SCHOOL-HOUSES, &c.

"Most of the schools are provided with good or, at all events, fairly serviceable desks. Only in recently-built schools, however, are desks of modern design, as a rule, to be found. Ballymena Circuit, Western Section.

"In the matter of sanitation there is considerable room for improvement. Fairly suitable out-offices have generally been provided."

MR. R. C. HERON:—

"In regard to the supervision exercised by managers over the schools, I have found that, generally, the Roman Catholic parish priests take a most praiseworthy interest in their schools. A good many other managers do so likewise, but not so uniformly or constantly as the class I have named. Clerical managers appear generally to have more opportunity and aptitude for exercising supervision and influence in their schools than lay managers have. Ballymena Circuit, Northern Section, and Ballinamore District

"In regard to school accommodation, there are in the Ballinamore district a number of very inferior school-houses with thatched and unceiled roofs, uneven earthen floors, and unsuitable furniture, but there are also quite a number of good new vested school-houses. In the Coleraine district most of the school-houses are of a middle class. There are few so bad as the bad school-houses in Leitrim and Cavan, but at the same time so much advantage has not been taken of the provision for building new vested school-houses in the Coleraine district as in the Ballinamore district.

"The children appear to take a good deal of interest in the Manual work, but some managers and many of the parents object to it on the ground that it is trifling, and takes up time that should be devoted to subjects which it is necessary for the children to learn, and which they can only learn in school.

"Another objection which has been widely made to the New Programme by parents and managers is that it has lowered the standard of Arithmetic."

MR. W. PEDLOW:—

"Managers generally visit the schools frequently and exercise a healthy supervision over them. They take care that rules are observed, and that irregularities do not occur. Some might make greater efforts to provide better furniture and apparatus, but all should make provision for raising funds to heat their schools thoroughly, and keep them in repair without encroaching on teachers' incomes. Omagh Circuit, Central Section.

"There is a tacit acquiescence in the New Scheme, and some reticence regarding it. Since I came to Omagh I have not heard a single expression unfavourable to its introduction, and I have heard definite opinions expressed in its favour. Local interest in schools is too little here, and irregularity in attendance indicates it. Farmers, who might further education by their influence and support, are the very people who keep their children at home for farm labour. In no school which I visited during the year has a single copper been contributed from local funds, so far as I know, except by the teachers, for the necessary equipment to carry out the new scheme. This is not good evidence of local interest.

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INTEREST,
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Central
Section.

"In Belfast I found the houses well heated by means of stoves, hot-water pipes, or large coal fires in grates. The buildings were kept in proper repair, mostly from local sources.

"I cannot report favourably regarding the condition of the houses in my present district generally. I have inspected eight which should be replaced by others. Steps are now being taken to erect good houses to supersede six of these. Many of the houses are good, chiefly those vested in the Commissioners or trustees. I complained to some managers about houses, who paid no attention to my complaints. Others promised to take action. In my consultation with teachers, some informed me that official pressure would necessitate their having to bear the expense of improvements themselves, and a large number of them stated that they had to defray, in whole or in part, the cost of providing fuel.

"One cause for decline of attendance has not been referred to by teachers, and that is want of comfortable and well-heated rooms. It is scarcely creditable to a fairly rich community that repairs to old buildings have to be executed by teachers, and that they have to provide, in whole or in part, peat fires at their own expense."

Mr. J. McNEILL:—

"Managers are, in the main, anxious for the welfare of their schools, and exert themselves to support them. But, unfortunately, the manager is the only person in the neighbourhood who interests himself in the matter, and, as already said, if some machinery could be devised whereby residents in a locality could be brought into connection with school work and support, the gain would be great.

"As to the repairing, furnishing, and equipment of schools, it is unfortunate that, except in vested schools, the responsibility for this should rest on the manager. Most managers are anxious and careful to do their best in the matter, but inroads on the teacher's income occur too often. As a remedy I can see nothing better than the appointment of a School Committee *ad hoc*. Its duties should be clearly limited to the repairing, furnishing, and equipping of the school, and the powers of the manager should be in no way encroached upon. Rather, the Committee should be his right hand in raising money locally."

Mr. J. A. MacMAHON:—

"The change of system has brought about a considerable change in the relations which existed between the manager and the Inspector. The manager now knows that the Inspector will not appear in his school, except on an occasional visit, for a period of three years. He meets him for the first time, and there is not that confidence in each other which resulted formerly from an acquaintance extending over a number of years. Many managers do not come to the annual examination, though duly notified. They get their information from the teacher and from public journals, which not infrequently impress partisan views on their minds. I have met very few managers yet who directly interfered with the teacher in the choice of the subjects to be taught in the school, or the amount of time to be devoted to each subject. Until the managers take a more direct personal interest in the schools, the liberty which the new rules extend to schools of choosing subjects suitable to the different locali-

Omagh
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Northern
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ties, will be of little practical advantage. Both managers and teachers are too much inclined at present to throw upon officials the duty which belongs to themselves of initiating the programme of work in the school.

LOCAL
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HOUSES, &c.

"Very few evidences of local interest in the welfare of the schools or the introduction of the New Scheme, have come under my notice. But these few were decidedly hostile to the New Scheme. I cannot recall a single instance of the parents subscribing any of the cost of the materials necessary for the proper teaching of the new subjects.

Omagh
Circuit,
Northern
Section

"The accommodation generally provided is rather limited, except in the new vested schools, and in large Convent and town schools.

"In new schools and in large town schools the furniture is well attended to and suitable, but in the majority of small country schools—and they are nearly four times as numerous—it is rare to see decayed old desks, easels, and clocks replaced by new ones. I only met with one school as yet that had any apparatus for the teaching of Elementary Science, and this was supplied largely at the teacher's expense."

Mr. J. S. MAHON:—

"The managers, with four exceptions, are all in Holy Orders. The clerical managers take a deep and intelligent interest in their schools, visit them frequently, and assist in the religious instruction of the pupils. The lay managers are not quite so regular in their visits, but do visit.

Omagh
Circuit,
Western
Section.

"Both lay and clerical managers are zealous in their co-operation, and are always ready to carry into effect any suggestions which are made with a view to the improvement of their schools.

"No such interest is evidenced by the people who derive benefit from the schools. They are too apt to regard a school as existing for the benefit of a teacher, not the teacher as existing for the benefit of the school. Hence, beyond supplying fuel, and not always even that, and generally, not invariably, paying for books and copies, no local aid can be raised for ordinary school purposes.

"The school buildings are, in general, well adapted to their purpose, and provide ample accommodation for the pupils in attendance. There are a few wholly unsuitable; in some of these cases new premises are being, or about to be, provided. Legal difficulties sometimes produce delays or inaction, but I have found the managers always ready to do their part towards the providing of convenient and comfortable school-rooms.

"The supply of fuel is in some parts very precarious; the children may be seen going along the road carrying one or two pieces of peat. Elsewhere the parents usually send cart-loads in turn.

"Some school libraries have been established. In many parishes there are already in existence parochial libraries, some containing as many as 800 books. As some of the teachers are always associated in the management, the children have ample opportunities for home reading.

"The Commissioners' invitation to managers to submit for approval alternative programmes of instruction has not been responded to, so far as I know, to any extent."

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.
—
Belfast
Circuit (1).

Dr. J. MORAN:—

"Under this head it is difficult to give a definite answer. The supervision of the managers varies from excellent to middling. The local interest also varies. The New Programme is not, in all places, popular."

Mr. J. CHAMBERS:—

Belfast
Circuit (1).

"The clerical managers visit their schools frequently and take great interest in the school work, but the lay managers seldom visit the schools under their care during school hours; this is not, however, due to any want of interest in them, but to the fact that their other engagements keep them fully occupied during the time the schools are in operation.

"There is little evidence of local interest in the introduction of the new subjects of the Revised Programme into National schools.

"A few of the Belfast schools are overcrowded, but the accommodation generally is sufficient for the school-going population.

"In many of the rural schools the furniture continues of an antiquated description, but in most of the town schools it is of a more modern type.

"There are still a few school-buildings that are quite unsuitable for the purposes to which they are applied, but in most cases where such buildings exist, steps have been taken to have them replaced by new vested school-houses. The heating and sanitation generally are satisfactory."

Mr. E. YOUNG:—

Belfast
Circuit (1).

"Almost invariably a keen interest is shown by managers in the welfare of their schools, but in many cases they are not sufficiently acquainted with the object and scope of the New Scheme to give practical help to the teachers in adopting and carrying it out. A similar remark applies to the local interest taken in the schools.

"In the city schools, the general condition of the school accommodation may be described as congested. The furniture and equipment are, as a rule, of a modern type, and very few of the schools which I inspected could be classed as in an unsatisfactory state of repair. The want of suitable playgrounds is keenly felt in the majority of the older schools.

"The sanitary condition of the premises is well looked after by the municipal authorities, and is, as a rule, satisfactory, though the out-office accommodation is not always adequate. The schools are well heated; in many cases by hot-water pipes.

"The rural schools may be pronounced, as a rule, in a satisfactory condition as regards repairs and sanitation. Fuel is, in the majority of cases, supplied by contributions from the pupils, with occasional aid from managers and local committees.

"Of the schools which I inspected in District 22 (Boyle) from January to August, 1901, I must speak in more general terms. The schools are almost exclusively of the rural type, and include some of the worst school-buildings which I have met with. These, however, are being gradually replaced by new and suitable houses. Except in the case of new schools, and a few others, the furniture and equipment, generally speaking, is unsuitable and inadequate.

"The schools are, as a rule, fairly well heated, an open turf fire being the usual means. Fuel is supplied generally by the pupils."

Mr. J. Ross:—

"In my late district—Carrickfergus—I should say that about 30 per cent. of the managers displayed active interest in the work going on in their schools. There were perhaps, in addition to these, at least as many more whose activity as managers was less conspicuous, but who were nevertheless helping forward the work of education. In too many instances, however, there was absolutely nothing to show that the gentlemen undertaking this charge had realised its importance. The apathy of managers of the last-mentioned class materially hinders the progress of education.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.
—
Belfast
Circuit (2).

"Local interest in the National schools may be considered (a) in regard to the interest of the parents and guardians of the children in attendance; (b) in regard to the interest displayed by persons—other than managers or patrons—who are in a superior social position. The attitude of parents towards the work of the schools is too often of a character not calculated to advance the true interests of education. The New Scheme, on its introduction, has not met with that financial support from parents of the better class that might reasonably have been looked for. To find anything contributed locally towards the necessary equipment of the schools for the new work is exceptional. So far as my experience goes, the interest in primary education of the other class of persons above referred to may be regarded for all practical purposes as absolutely non-existent.

"In many of the rural parts of Antrim and Down, the usual school-house is of a very old type, a small, low, rectangular house, close to the side of a public road, the site practically co-extensive with the roof of the school, the out-offices—usually an after-thought—stuck close against side-wall or gable, and no playground other than the public road. These, however, are gradually, if slowly, being replaced or structurally improved. Among the school-houses that I have visited in the city of Belfast, I find a fair proportion spacious and well equipped, and thoroughly adapted for the carrying out of educational work; this is especially the case in some of the buildings recently erected, but the average school-house in Belfast is by no means in keeping with the commercial eminence of the city. The chief defects that have come under my notice are the absence of playgrounds, inadequate lighting—often caused by the use of stained glass windows—and insufficient class-room accommodation.

"The rooms are, as a rule, comfortably heated."

Mr. P. J. KELLY:—

"The new scheme has had the effect of awakening a spirit of Belfast inquiry among the managers, who will now probably take a greater interest in the schools. Circuit (2).

"Despite the adverse criticisms of a few, there is a general disposition to give the New Programme a fair trial.

"The accommodation is, except in a few cases, adequate to the attendance. Within the past four years most of the worst buildings have been replaced by suitable structures. It is to be observed, however, that very few of the school-houses are vested, and that many of them, though kept in fairly good repair, cannot be compared to modern vested buildings.

"As regards heating, the temperature in winter is seldom kept up to a degree that one would expect to find in a private house."

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

—
Belfast
Circuit (2).

Mr. J. SEMPLE:—

"The majority of the managers take a warm interest in their schools, visiting them frequently, and doing much by their approbation and encouragement, to stimulate both teachers and pupils. Some, however, seldom visit their schools, and apparently consider that their entire duty consists in carrying on the correspondence with the Education Office. It is among lay managers that this attitude is most common.

"Of those competent to form an opinion as to the merits of the New Scheme, few, outside the managers, take much interest in elementary education. So far there is little or no indication of any local effort to provide the equipment necessary for carrying out the New Programme in its entirety. Such equipment as has not been granted by the Commissioners has, in nearly every case, been provided by the teachers. The feeling that the whole business of elementary education, its cost as well as its direction, is a matter entirely for the Government, is gaining ground every year.

"While only a few of the rural school-houses can be described as bad, a considerable number are not of a good type. These are buildings erected by local effort in the years that immediately followed the establishment of the National system, and, although creditable to the zeal for education displayed by their founders when their resources are taken into account, fall far short of the modern vested schools in point of architecture, situation, and general convenience.

"In the rural schools the space accommodation is generally sufficient, if not ample. In Belfast and the larger towns, the schools, as a rule, are fairly satisfactory buildings, filled with pupils; indeed, I have met with some instances of serious overcrowding.

"Repairs are generally effected after some pressure has been brought to bear on the managers.

"The heating of the buildings is, generally, satisfactory, the funds for this purpose being provided in some cases by the manager, in some by the teacher, but in the great majority by the subscriptions of the pupils."

Mr. L. DALY:—

Clones
Circuit,
Southern
Section.

"I find that the managers visit their schools very frequently. The great majority of those with whom I have conferred show intelligent appreciation of the Revised Programme, and are anxious that their teachers should work it effectively. Little or no help can, however, be expected from them, generally speaking, towards the equipment of the schools. The practice has been, and is, to look to the State for all aid for such purposes.

"Of local interest and local aid similarly, in my experience, there is none. The absence of resident gentry and the non-existence in rural districts of a middle class displaying such interest, account for this. Parents have of late been accustomed to have their children educated free, and are not inclined to contribute anything to the maintenance of the schools.

"As regards accommodation, in the case of the two first districts mentioned [Mallow and Cork], the general character of the majority of the schools is fairly satisfactory. In these localities (Cavan) there are, of course, as elsewhere, some schools which afford inferior accommodation in respect to space, furniture, and equipment, and which are unsuitable from other points of view. In some of these

cases efforts have been made from time to time to secure better accommodation. The principal obstacle to the realisation of this has been, generally speaking, the difficulty of securing a suitable site. In a few cases the poverty of the locality, or the lack of energy on the part of the local manager, bars the way to improvement.

"My acquaintance with my present section is necessarily still limited, but in regard at least to those schools which I have visited so far, though the space accommodation is usually adequate, the proportion of old and unsuitable buildings is, I think, larger than in the other two districts to which I have referred.

"In the majority of cases I have found that proper attention has been given to sanitation, and that the heating arrangements are adequate, though in nearly all cases the cost of the latter is, at least in part, defrayed from the teacher's resources."

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Clones
Circuit,
Southern
Section.

Dr. G. BATEMAN :—

"The managers exercise sufficient practical supervision over their schools.

"In the case of thirty schools [out of 150] there are local endowments, which range from £5 to £30 per annum, and are, as a rule, given by the patrons. With some gratifying exceptions, the parents of the children show little disposition to contribute towards the repairs of the school buildings or to provide even a portion of the necessary equipment.

Clones
Circuit,
Western
Section.

"The new scheme is but emerging from the experimental phase, and managers are only beginning to see in it what is and what is not suitable to the circumstances of their schools.

"There are amongst the 150 school-houses forty-seven excellent buildings, and at least sixteen that should be replaced at once by new structures; four of these are in the same parish, and present many points of similarity, being old thatched houses, with bad floors, rickety furniture, defective sanitary accommodation, and having neither playgrounds nor porches; three others lie within the bounds of a second parish. In a third locality the present energetic manager is not responsible for the three bad houses used for educational purposes, and the two which are under his own management will soon be replaced by suitable buildings. The other unsatisfactory houses, scattered throughout the district, are exceptional in the parishes in which they occur.

"In nine cases the offices are too near the schools for sanitary requirements. As a rule, the rooms are adequately heated."

Mr. J. KEITH :—

"The Managers, as far as I know, visit their schools regularly and display keen interest in their welfare. A few in Mayo were anxious to have Cookery and Laundry introduced. They received any suggestions made to them in a sympathetic way. I have met with no instances of public examinations as yet.

Clones
Circuit,
Eastern
Section.

"Little enthusiasm has been so far exhibited in regard to the new scheme by local parties.

"I am of opinion that most of the apparatus used recently has been procured at the teachers' expense.

"As a rule, sanitation and heating were tolerable. In the more rural localities there was a good supply of fuel in the shape of turf, but there was little adequate provision for its storage. In County

**LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.**Clones
Circuit,
Eastern
Section.Sligo Circuit,
Western
Section.

Monaghan coal is more used, and the cost is defrayed by both teachers and pupils. There, too, the schools are well equipped, and are, generally speaking, in very fair condition."

Mr. E. P. DEWAR:—

"The managers visit their schools regularly and record the dates of their visits in the Report Book. I am not aware that they interfere with the teachers or their methods of conducting the schools. They use their influence to secure a regular attendance of pupils.

"I can record no instance where local interest—apart from the interest of the manager or clergyman—in the welfare of a school has been shown. No encouragement has been given to the pupils in the shape of prizes as rewards for good attendance, good conduct, general attention to business, or to marked merit in scholarship; and no local help has been given to provide any of the apparatus or other requisites required for the introduction of the new scheme. As a general rule, the teacher supplies the maps and requisites used in school.

"As a general rule, the school-houses are sufficiently numerous to afford ample accommodation for the wants of the district, and they are so evenly distributed as to bring the means of education within a reasonable distance of every dwelling-house. Many of the school-rooms are recently built, and are lofty, spacious, and comfortable. They are well provided with suitable desks, blackboards, maps, and other appliances.

"There are still a few old and unsuitable school-houses with wretched furniture and appliances, but they are fast disappearing, and are being replaced by commodious and suitable houses. All the new school-houses have large playgrounds and well-constructed offices.

"The school-rooms and premises are kept in fairly good order, but one has often to direct attention to defects and breakages which are not altogether due to age or wear. The glass in the school windows might be broken by accident, but one is at a loss for the reason why the stone wall surrounding the playground has been broken, why the spouting round the school-house, the metal ventilators, or the slates on the offices should be broken or removed.

"The ventilation and the heating of the schools are, in general, good. The pupils bring fuel, and in most cases each pupil brings a daily contribution to the common store."

Mr. J. C. ROGERS:—

Sligo Circuit,
Northern
Section.

"The managers generally take considerable interest in the schools and frequently make large personal sacrifices for the education of the pupils. Some visit the schools almost daily, to work up absentees, and encourage punctual attendance; and the retention in the school of more than one teacher is absolutely dependent on the personal exertions of the manager.

"With a few noticeable exceptions there is no local interest taken in the schools. The parents appear to care but little about the personal comfort of their children or the sanitary conditions in which they spend their school hours. Even the introduction of the New Programme has failed to excite much attention, and any notice taken of it has been in the direction of adverse criticism, leading in

some instances to the withdrawal of pupils from the senior standards. There are but few incentives, in the way of prizes, to regularity or punctuality of attendance, to neatness and cleanliness, to good manners, or proficiency in the literary programme.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

"From the inception of the New Programme very considerable interest was everywhere [Mullingar district] observable, and I was inundated with letters from teachers and managers containing queries with reference to its requirements, and applications to visit their schools incidentally at an early date, to criticise and direct efforts which had been made to introduce portions of the scheme.

Sligo Circuit,
Northern
Section.

"In both the Mullingar and Sligo districts, the school accommodation is, as a rule, ample, and in a few years there will be in the former district few, if any, buildings of an unsuitable character. In the Sligo district a good many thatched cabins, without offices or playgrounds, have still to be superseded. Poverty and the difficulty in acquiring suitable sites are the excuses assigned for the non-erection of new buildings. The school-rooms are usually well heated, but ventilation rarely receives adequate attention, and, in most instances, is regarded as quite unnecessary. The furniture and equipment of the schools leave much to be desired."

Mr. P. McGLADE:—

"Nearly all the managers here are clergymen, who devote much time and attention to the interests of primary education. They frequently visit the schools under their charge, and by actual observation are enabled to form correct judgments on the efficiency of the schools generally.

Sligo Circuit,
Southern
Section.

"As to the middle and upper classes, they seldom take any practical interest in the welfare of the schools. Their attitude, however, towards the new code is by no means an unfriendly one, and some of their members have contributed materially to its promotion.

"As, however, the whole district of East Mayo is populous, the rural schools when fullest are large; they are well housed, perhaps better than in any other district in Ireland.

"Round the towns of Ballymote and Boyle the schools are generally smaller than in Mayo, and many of the school buildings are, I regret to say, very unsuitable, poorly furnished, and imperfectly equipped.

"In the County Sligo section there are indeed improvements needed here and there, but I do not consider that there will be any undue delay in effecting them. From that section applications for building grants for four schools have been submitted to the Commissioners.

"In the Roscommon portion, on the other hand, the school-houses are generally most unsuitable. Some of them seem to be derelict dwelling-houses, or the out-offices of farmyards roughly adapted; most of them are low-roofed, narrow, without porches or fire-grates, and the ventilation and lighting are of the most primitive kind. The premises are not properly enclosed, and they are seldom provided with any sanitary arrangements.

"I fear a decade will have elapsed before a complete reform in this matter can be effected.

"In just a few cases were the necessary appliances for Elementary Science teaching, Manual training, and practical Arithmetic provided from local sources, and in some others the Commissioners assisted with special grants.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Sligo Circuit,
Southern
Section.

"On the whole, repairs are far too slowly looked after. I should say that about one-half the number of schools I visited during the year were not punctually attended to in this respect.

"During the winter months the temperature of the school-rooms is kept up here by means of open fires. The fuel generally used is peat, which is supplied by the parents of the children. In the hovels of which I have spoken above, much discomfort results from the difficulty of keeping them heated. As there are no fire-grates, the fuel materials must be 'set' on a low hearth, from which little heat is emitted."

Mr. J. J. MURPHY:—

Armagh
Circuit,
Eastern
Section.

"In my General Report of last year I commented at some length on the very unsatisfactory manner in which the general body of managers perform the duties of their position. To my remarks on the subject in that and a number of previous reports, I have nothing to add. Of managerial supervision, in so far as it implies an active interest in the school work, and an intelligent control over, or even an acquaintance with, the school organisation and curriculum—of such supervision there is none.

"And with such a deplorable failure in the management, it is scarcely surprising that evidence of local interest is nowhere to be seen.

"Of school accommodation there is more than sufficient.

"The school-houses are generally kept in good repair, but the process of substantial improvement and of adapting to modern requirements is a slow one. The majority of the schools are provided with playgrounds, which, since the introduction of Drill, have become a necessity in rural as well as in town schools. They are kept in better condition than formerly, but many of them are grass-plots, and in the wet season these are useless for any purpose.

"I cannot find fault with the furniture or general equipment of the school-rooms. A sufficient supply of desks, blackboards, maps, and ordinary sale stock is usually provided, while the teachers have incurred considerable expense in furnishing requisites for the minor details of the New Programme.

"An admirable and most proper plan for raising funds to meet the growing expenses of equipment is provided sometimes by an evening entertainment in the school-house. These reunions should, I think, be encouraged in every way, and it would be well if they were established as an annual institution. They place the parents in touch with the schools, and give them a glimpse of the school life of their children. A day devoted annually to a public examination and exhibition of work, and terminating in an entertainment of song, recitation, &c., would approach the ideal.

"In my former section freedom of organisation was being slowly and cautiously taken advantage of; well-considered schemes of instruction were submitted to me for approval."

Mr. A. P. MORGAN:—

Armagh
Circuit,
Western
Section.

"The managers visit their schools with tolerable frequency, but rarely show sufficient interest in their working to hold examinations, or to suggest alternative programmes in any subject.

"Absence of local interest in the welfare of the schools is shown by the difficulty in providing furniture and apparatus when required.

In very few localities is there a local fund for such purposes, and even the cost of providing fuel for the heating of the schools during the winter has often to be borne in part by the teacher.

"In a few cases the existing schools are overcrowded, but the managers of all have signified their intention of making enlargements or of providing new schools.

"The desks in many of the oldest schools are of faulty construction, but it is very difficult to induce managers to go to the expense of supplying others of a more modern type."

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Armagh
Circuit,
Western
Section.

Mr. J. YATES:—

"I am sorry to say that in the majority of cases I can see little evidence of practical supervision by the managers, and I have seldom seen any manifestation of local interest in the introduction of the new scheme. Many of the managers who take a real interest in the welfare of their schools, seem at present to look on in uncertainty, and await further developments.

"School accommodation is on the whole satisfactory in quantity, and fairly distributed as compared with attendance. In fully half the schools which I inspected the furniture and equipment cannot be regarded as satisfactory. School playgrounds are seldom sufficiently clean to enable Drill to be properly carried on in the open air.

"The school-rooms are not in many cases as comfortable as they ought to be. The cost of fuel is provided in most cases by subscriptions from parents, aided by contributions from teachers, and the subscriptions are very uncertain. The result is that the school-room is cold and wretched, as I have too often observed when paying incidental visits in severe weather. As well as injuring the health of the teacher and pupils, I believe this also renders the attendance more irregular. There is seldom any definite fund available for repairs or equipment.

"The recommendation to manager of the desirability of making the school comfortable has not always the desired effect."

Armagh
Circuit,
Northern
Section.

Mr. JAMES F. HOGAN:—

"Managers visit their schools more frequently than their entries in the books would infer. Clerical managers are constantly in and out of the schools, but lay managers often live at a distance, and their duties are merely nominal. I frequently suggest to teachers to consult their managers before adopting the use of new Reading Books, but the former are often left to themselves in such matters.

"Apart from the managers, local interest in the welfare of the school is quite the exception; very few take any interest in school work, and outsiders rarely if ever visit a school.

"The school buildings are in general in good repair, some very old vested buildings are out of date, and in Down there are many very poor buildings without offices or premises. There is only a very remote chance of any improvement, particularly for the latter; they serve very small or poor congregations, school committees with old-fashioned ideas are in the way, and sites are not easy to get. Furniture, sanitation, heating are all equally primitive, and the only remedy will be the amalgamation of groups of two or three schools into one large school.

"Parents have got into careless habits from one reason or another, schools are not made attractive, and in country places no steady effort is made to bring in irregular attenders."

Dundalk
Circuit,
Northern
Section.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Dundalk
Circuit,
Southern
Section.

Mr. J. M. K. WARNER :—

"The managers generally take an interest in their schools. Many go to great pains in providing new buildings. It is to be regretted that so few adopt the very useful practice of attending at and remaining throughout the examinations. Some do so regularly, both here [Dundalk] and in Sligo. When well acquainted with the Programme they by this means obtain a more minute and accurate knowledge of the work of their schools than could be derived from reports. Independently of the managers and the parents, I cannot say that I have observed many traces of keen interest in the schools.

"Heating was generally adequate, but the means of ventilation were not always good or sufficiently used. In the Sligo district, especially in County Leitrim, there were several school-houses of unsuitable structure, having earthen floors or else of boards resting directly on the clay, and with thatched roofs much too low; several of the worst of these, however, were being replaced by new vested schools. The Dundalk buildings are fair on the whole, but there are several old houses, with ceilings much too low, and otherwise unsuitable."

Mr. C. P. SHANNON :—

Dundalk
Circuit,
Western
Section.

"This section [Bailieboro'] is fortunate in having a number of active and zealous managers, who have taken a great interest in the New Scheme, and have done all in their power to further it. It is, however, a matter for regret that, up to the present, the excellent recommendation of the Commissioners that the managers should make arrangements for holding periodic examinations, and should stimulate the industry of the children by a system of school prizes to be distributed, has not received the attention it deserves.

"The school accommodation, with very few exceptions, is ample.

"In most cases the buildings are satisfactory. A fair proportion of them are comparatively new, and within the first five months of 1901 four new schools, excellent buildings all of them, came into operation. In the Bailieboro' section, however, there are still a few buildings which are little better than thatched cabins, without any sanitary arrangements, and unsuitable in every way for their purpose. There are good prospects, however, that a number of these will, in the near future, be superseded by suitable structures.

"I cannot call to mind any instance of local aid being given to further the New Scheme."

Mr. I. CRAIG :—

Longford
Circuit,
Southern
Section.

"The managers take a deep interest in their schools, visit them frequently, and endeavour to secure a regular attendance. They should, however, in conjunction with their teachers, draw up schemes of instruction most suitable to the requirements of the localities in which their schools are situated and of the pupils attending them, as the revised rules and regulations, 1900, permit, and indeed recommend, the preparation of such courses, subject to the approval of the Commissioners. These courses being settled, the teachers should be supplied with every requisite and appliance necessary for efficiently carrying out the details. Managers say that they have no money for effecting repairs to buildings, &c., or for providing apparatus; and, so far as I am aware, no steps have been taken by any

of them to raise such a fund locally. Every change recently made in the programme of instruction means increased expenditure for the school, and some adequate plan of meeting this is absolutely necessary, if the new subjects and the new methods are to have a fair trial.

"I have met about four or five schools during the year where there was some degree of local interest taken in them and in the scholars. In general, however, except the manager, who is usually the local clergyman, no one evinces the slightest concern in their welfare. Even the majority of parents seem to be quite indifferent. They have no fees to pay for their children's education, and one would imagine that they would cheerfully subscribe a small sum once a year at least towards effecting necessary repairs, heating the rooms, and helping to procure the necessary equipment for the teachers. Experience proves, however, that they do nothing of the kind. That they do not even value the education given in the schools is shown by the excessive irregularity in the attendance.

"The supply of accommodation is quite sufficient. The schools are, as a rule, within easy reach of the children, and one meets with very few cases of overcrowding.

"The school-houses are, generally speaking, substantial buildings, with boarded floors and slated roofs, and they are, with very few exceptions, suitably furnished. Most of them are, however, very badly equipped for carrying on the work of the Revised Programme. There seems to be no disposition to provide even the most meagre apparatus locally.

"General repairs, painting, whitewashing, &c., are not often attended to, as there are no funds for the purpose, and too many of the schools have a very shabby outside appearance.

"As turf is very plentiful in this part of the country, good fires are kept. During the year I have met with very few schools without the necessary out-offices."

Mr. J. A. O'CONNELL:—

"The managers take a very keen and intelligent interest in the working of the schools. They visit them frequently, and they exercise an effective but sympathetic supervision over both teachers and pupils. The burden and a good deal of the expense of providing and equipping schools falls on their shoulders, and they give an amount of time, thought, and intelligence—which is simply invaluable—to the interests of education. They devote unwearied attention to the religious and moral training of the pupils, and they regularly examine them to test their proficiency in religious knowledge. They also examine occasionally in some subjects of the secular programme, but in the main they leave the testing of the pupil's progress in those subjects to the Board's officers.

"The managers and teachers are, as I say, interested in the success of the schools, and the parents of the pupils are concerned for their welfare, but otherwise, I think very little local interest is taken in the schools.

"Some of the existing school buildings, however—perhaps twenty or so—are in various ways unsuited to modern educational requirements and should be superseded by new houses, while about fifteen others are in need of improvements either to the buildings or to the furniture. The managers are quite alive to the necessity for suit-

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Longford
Circuit,
Southern
Section.

Longford
Circuit,
Central
Section.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Longford
Circuit,
Central
Section.

able school accommodation, and I have recently reported on eight applications for building grants to supersede an equal number of the old houses. The burden of providing and repairing schools is a serious one for managers with slender means, and it would be an advantage to education if more assistance were given by the State towards building and repairing school-houses. Managers constantly complain of the inadequacy of the Board's Grants towards new schools, having regard especially to the additional requirements in the new buildings and to the increased cost of labour in recent years. The present scale of grants is, of course, liberal, but in poor localities it is extremely difficult for a manager to supplement the Board's grant from local sources, and I have heard of many cases where managers have been at serious personal expense in building new schools.

"The school-rooms and premises are, as a rule, kept in a clean and tidy condition, and flower beds and window gardens are becoming increasingly common.

"The sanitation and heating of the schools is carefully attended to. The fuel is supplied by the parents of the children, supplemented in a few cases by assistance from the manager and teacher."

Mr. D. P. FITZGERALD :—

Longford
Circuit,
Northern
Section
(Leitrim).

"If the supervision which the managers exercise over their schools is to be measured by the number of their visits, few complaints could be made in the majority of instances. The practice of paying weekly visits followed by the managers, or by some one acting in their behalf, is almost universal. Their personal interest in the working of the school seems to have increased, but they do not always—in fact, but very rarely—exercise that great influence which they possess among the people to secure regularity of attendance, or to stir up that belief in the necessity of education which would inevitably lead to the up-bringing of a much more intelligent and more enthusiastic interest in these matters. The necessity for some such stimulating influence is in these districts very urgent. A complete apathy is almost everywhere manifest; parents are indifferent as to what their children are being taught, or what scheme of education is being followed. From those who grudge the small amount necessary to provide their children with ordinary school-books, and who are not prepared to make even a very small sacrifice to ensure that comfortable houses should be built to replace most unhealthy and unsuitable school structures, little can be expected in the way of providing, or assisting to provide, the apparatus which is indispensable for the thorough carrying out of the new scheme. Until this spirit is awakened, until the full sense of their responsibility is brought home fully to the minds of parents, there can be little hope that the goal of those who have laboured to evolve and develop a system suitable to the requirements of the country, will be reached, or that our teachers will be able to fit their pupils for positions much higher than that of being 'hewers of wood and drawers of water.'

"A steady improvement in the condition of the houses continues. The old-time school-houses, with thatched roof, earthen floor, and tottering inadequate furniture, are fast disappearing, and are being replaced by well-built, well-equipped structures. The premises are generally kept in satisfactory order, but little is being done to render

them as attractive as they could easily be made. The walls are too bare. Occasionally one meets with plants in boxes on the window-sills, but the attempts at keeping gardens or flower-beds are rare indeed.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

"Additional new houses are very urgently required. Some of these are being erected, or are to be provided as soon as possible; but I regret that in a few cases there seems to be little disposition to effect the necessary improvement. The localities where such cases exist are very poor; the local contribution of one-third of the estimated cost cannot be obtained, or would be forthcoming only under very extreme pressure, and the local authorities are loth to undertake a task involving for themselves considerable trouble and likely to result in much personal expense.

Longford
Circuit,
Northern
Section
(Leitrim).

"Except in these old unsuitable houses, the sanitation is generally fairly well attended to, and as fuel is everywhere abundant, adequate provision is made for the proper heating of the rooms.

"They (the teachers) are hampered, however, by the want of some necessary apparatus, too costly for themselves to provide, and for which no local provision will be made.

"In about a dozen schools in Roscommon libraries are being successfully worked. The books were provided by the managers, and a small contribution from the pupils soon helped to defray the initial expenditure, and left funds enough to increase the scanty supply of reading matter.

"No attempt whatever has been made to establish school museums anywhere through these districts."

MR. J. H. THOMAS:—

"The managers visit their schools at reasonable intervals and often fairly frequently. They were in many cases particular about being consulted by the teachers as to the selection of new Readers, and other books, for the schools; and many of them spent, I found, a considerable time in listening to the instruction given by the teacher, rarely, however, examining or questioning the pupils themselves. They seemed to take particular interest in the introduction of Singing.

Dublin
Circuit,
Trib. Section.

"Local feeling was somewhat adverse to the new scheme at first, especially to Hand-and-Eye Work and Drill. The manager and teacher, however, have, by judgment and tact, allayed this; and Drill, for instance, where the teacher understands it, is now one of the most popular branches. The newer literary and geographical reading-books are, I believe, popular with the parents, in spite of their price, which was in some cases a real difficulty; the older members of a family sometimes read them when the children bring them home in the evening. The people are, I think, also beginning to take some interest in seeing their children turn out clean and neat. In this respect something has already been done.

"Prizes were in some few cases contributed locally, but these cases, I regret, were the exception. It is extremely difficult, it seems, to raise any local funds for any school purpose, even for repairs; towards the fuel supply, however, the parents usually contribute either fuel or money.

"The managers certainly do their best to induce the children to attend regularly, but the parents are apathetic. 'They pay no school pence, and they do not care,' is the general explanation.

LOCAL
INTEREST,
SCHOOL-
HOUSES, &c.

Dublin
Circuit,
Trim Section.

"Most of the buildings are in a satisfactory state of repair, but there is generally some difficulty in getting defects made good, as few managers have funds for this purpose, and the trustees either cannot or are not disposed to contribute.

"The fuel is mainly contributed by the pupils, but often has to be supplemented by the teachers."

Mr. T. P. O'CONNOR :—

Dublin
Circuit,
Eastern
Section.

"Local interest in the welfare of the National schools is not manifested in any striking manner. It would be apparent chiefly in the readiness of the people to give practical support to the school. School buildings are erected or improved when pressing necessity arises with more or less timeliness in proportion to the zeal and personal influence of the manager. Indeed the interest of the people is almost wholly determined by the manager's, and it would not generally seem to be spontaneous or abiding. It is, as a rule, exhausted with the provision of the barest essentials, and there is an absence of solicitude for the maintenance of the school in an efficient condition of equipment.

"It is possible that the schools are somewhat to blame in the matter. If they kept more in touch with the parents and invited them more generally to the many school displays which are possible, viz., an annual examination, distribution of prizes, entertainment, concert, exhibition of work, &c., something might be done to arouse an interest in school work from which many advantages would be derived.

"Most of the schools exhibit the essential conditions of satisfactory repair, adequate space, proper light and sanitation, and suitable furniture; and in many may be observed evidence of attention to the important features of bright and tasteful decoration, and the neatness and order which lend so much aid in making schools a good place for children.

"I have to single out for unfavourable mention the St. Patrick's National Schools (Tyrone-street), on account of unsuitable environment and defective accommodation; the St. Mary's Male National School (Langrishe-place), which is in bad repair and in need of extensive improvements, and the Great Denmark-street Schools, which are generally ill-adapted for their purposes. I am informed that in all three cases opportunities for the provision of good school-buildings are being eagerly sought.

Belfast
District.

"As no General Report has been furnished on the Belfast North District since 1898, I may be permitted to refer briefly to the progress of its school supply in the meantime. The continuously growing population has kept the school accommodation in the city in a state of strain. It has been found necessary in several cases to limit the attendance at schools to the number of places they provide on the 8-square-foot basis.

"To meet pressing demands for further space, new class-rooms were added in the Alexandra National School, the Mayo-street National Schools, the Star of the Sea National Schools, and the Broadway National Schools; and the Hampden-street National School has been practically rebuilt on a larger plan.

"Entirely new vested premises were completed and opened at Clonard-gardens (St. Gall's Monastery National Schools), at Dun-

ewey-street, Fall's-road (St. Vincent's Convent National School for half-time girls), and at Glandore-park (Fortwilliam Mixed and Infant National Schools).

"By these increments of school supply, additional places for about 1,000 pupils were provided, but the demand is not yet fully satisfied. At the time I left an application for a grant to build a vested house for 300 pupils on the Oldpark-road was under consideration.

Condemned school-houses at Ballycarrickmaddy (Lisburn), Wolfhill (Ligoniel), and Hardinge-street have been replaced by good vested buildings. Further improvements in the same direction were about to be effected at Holycross, Forth River, and Duncairn Gardens (Macrory Memorial National School).

The progress thus made has reduced the number of inferior school buildings to three (North Thomas-street, Riversdale-street, and Nelson-street), leaving about ten others which are not more than fair. The remaining schools of the city are well housed. As many as fifty, however—the older establishments—have no playgrounds; some have not even a moderate open space. This defect, keenly felt as it has been, is accentuated now, in view of the requirements of the New Code in Physical Drill. But it is one which cannot recur in the future, for, apart from other considerations, the municipal authorities now insist on the provision of open space in connection with every new school in proportion to its size.

There is another defect which is to be found in some of the newest schools, as well as in the oldest. It is the serious want of class-rooms. Several of the largest schools in the city are totally unprovided for, or most inadequately equipped, in this respect. The difficulties of organisation and discipline thus created are obvious. They have been hitherto surmounted, but with waste of energy and some loss of efficiency withal. To supply the want now is a hard, and, in many cases, a hopeless problem. The schools concerned are non-vested schools in connection with the various churches, and they have to serve the double purpose of meeting-hall and school-room—ends which are in many ways incompatible. Alterations which would benefit the school would injure the hall. In some instances, however, a solution of the difficulty may be found in compromise—the putting up of movable or glazed partitions.

"Every day experience shows that the attractiveness of the school as it is manifested in good teaching, cheerful tone, and agreeable associations, together with the solicitous supervision and sympathetic interest of the manager, work wonders and leave but little need for legal intervention; but that ultimate force in reserve is necessary.

"School libraries are still very rare. I have not met with more than three or four. Yet the school library is the only means of fostering a taste for reading in the majority of children who have no books at home."

A. PURSER.

III.—GENERAL REPORTS upon all the TRAINING COLLEGES by Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, M.A., Senior Inspectors.

Dublin, 5th August, 1902.

Teachers
trained
during year.

GENTLEMEN,—At the close of the session, ending in July, 1901, there were 968 King's Scholars in residence in the Training Colleges. Of these 87 masters and 55 mistresses, who had been principals or assistants in National Schools, had been admitted to a one year's course and returned to their former positions in their respective schools after the examinations held in July, 1901. Masters to the number of 193 and 170 mistresses, who had obtained admission to the Colleges by competition in 1899, completed at the same examination the final year of a two years' course, and became eligible for appointment to National Schools as trained teachers, while 200 masters and 264 mistresses presented themselves at the same examination in order to complete the first year of a two years' course.

Thus 362 trained teachers were at the close of the session eligible for the first time for appointments in National Schools, while during the current year, if we allow for a slight loss through ill health, &c., there will about 450 qualify. A seventh college has been added, and its annual contribution will raise the numbers in future to about 500 trained teachers every year, and this is about the number required from year to year to fill vacancies. The fine new college, St. Mary's, Belfast, was opened in September, 1900, and during the session, ended in June, 1901, had the full number of students which it is certified as able to accommodate, viz., 100 students. In September, 1901, the Limerick Training College—St. Mary Immaculate—was also opened. These two colleges can, together, accommodate 175 female students, so that the Training Colleges are now much better able to ensure suitable training for our young teachers than hitherto.

Training in
"Method of
Teaching."

All the Training Colleges continue to give considerable attention to "Method of Teaching." It is evident that too much attention cannot be given by young teachers to the attainment of suitable methods for imparting knowledge to the pupils of their schools. Every person would readily admit that a teacher cannot teach what he does not know; but the fact that every teacher cannot successfully impart to a class even what he *does* know is frequently forgotten. A teacher can teach *well* only what he knows *well*—and a little zeal or enthusiasm for a particular subject generally adds immensely to a teacher's success in teaching this subject—but even when a man knows a subject *well*, he may not be successful in teaching it to a class of twelve or fourteen, or to a school of thirty-five or forty. The programme for an ordinary school embraces eleven or twelve subjects. The best test of a young person's skill in teaching these is obtained from his actual work when placed in charge of a school. So much is this the case that we are inclined to think that no young person should be recognised as *permanent* principal of a school until he has obtained his "Diploma," and a Diploma, it need scarcely be said, cannot be obtained until a teacher has given *two years'* satisfactory service after training.

Diploma.

The first essential, therefore, for ensuring success on the part of our young trained teachers in their after life, as principals or assistants, is to make themselves *thoroughly* acquainted with the subjects they have

to teach. At first this may seem easy, but the subjects are numerous. The final examination of young persons who have spent two years in a Training College is, in one respect, singularly easy, for in all the subjects which are dealt with by written papers, it is sufficient for a candidate to answer *any five* of the *ten* questions on the paper, in order to obtain "100 per cent." on the subject. Notwithstanding this, at the July 1900 Examination, of 489 in the Training Colleges, who had completed their training, only ten answered, in *all* subjects, over 80 per cent., and not one answered 90 per cent. The Training Colleges had done their best, and had done it well, but in the time, and under all the circumstances, they could only lay a good foundation for future work on the part of the young teachers themselves. As we listened to lesson after lesson, given by these young teachers, we were impressed by the fact that a good *beginning* had been made; but that, to ensure future success, it was essential that the students leaving college should continue their studies in the various subjects to which they had been introduced. This is particularly the case with those who leave college with a weak record—not falling as low as absolute failure, yet not much above it—in one or more subjects. Again, a young man or a young woman may have answered poorly in a particular subject—say Arithmetic—at his final examination; he may have obtained, say only 30 per cent. This indicates low proficiency, but is sufficient to protect from failure. Probably, the young person referred to is only twenty-two or twenty-three years old when leaving college, and he may remain in the Board's service until he is sixty-five. During this long period he may have immensely improved his knowledge of Arithmetic, but the 30 per cent. which he obtained when leaving college will remain his only official record in Arithmetic.

Weighing all these things, we are of opinion that direct and definite inducements for study, after training, should be held out to teachers, and, especially, that teachers who leave College with a low record of proficiency in one or more subjects should be afforded an opportunity of changing, in after-life, such "low record" into one which will be creditable to them.

Teachers who leave College with a "low record."

MARLBOROUGH STREET TRAINING COLLEGE, DUBLIN.

GENTLEMEN,—We beg to submit for the information of the Commissioners our Report for the year 1900-1901, on the Marlborough-street Training College.

In the College there are two distinct departments, one for male students, the other for females.

At the close of the year, the male department had 125 King's Numbers. Scholars. Twenty of these were classed teachers who had entered for a one year's course. Of the remaining 105, fifty-one had completed the final year of a two years' course, while fifty-four had completed the first year of a similar course.

The female students numbered 163. Twenty-five of these were classed teachers who had entered for a "one year's course," and of the remaining 138, seventy-five had completed the final year of a two years' course, while sixty-three had completed the first year of a similar course.

Residence for male students.	The male students reside in three houses—Nos. 33, 34, 35,—in George's-street. In these three houses there are, in all, twenty-three rooms, and the King's Scholars are distributed among the various rooms. The smallest number of students in a bedroom is two, the largest number, twelve. In a small yard there are out-offices, and there are also closets in the houses. Near the yard there is a small plot of ground.
Health of male students.	The whole place seemed hardly suited for a residence for 125 students (the number actually present on the day of our visit). During the year there had been much sickness. From the records of attendance we saw that in one week twenty-nine absences from studies or other college duties, were attributed to illness.
Residence for female students.	The female students have sleeping apartments in three separate places, viz., (a) Talbot House; (b) in the upper portion of the Professors' house; (c) in Glasnevin.
	In "Talbot House" the sleeping-rooms are all very fully occupied, but the rooms themselves are, on the whole, fair, and they are very carefully kept. The rooms in the upper portion of the Professors' house are fair; those in Glasnevin are good, cheery rooms, very well lighted, and ventilated.
	Students who sleep in Talbot House and in the Professors' house dine together. As study-halls and recreation-rooms, the King's Scholars must use either the school-rooms of the practising schools, or the rooms in Talbot House which also serve as dining-rooms. This is not a good arrangement.
Model lesson.	We were present while a "Model lesson" was being given to infants, in the presence of a class of King's Scholars. The class-room in which the lesson was given was not a good one, and the result was that some of the King's Scholars could not properly follow the lesson. We suggested that another room should be used.
Instruction in science.	We were also present in the Science room while a number of male students (about twenty-five) were engaged at finding the specific gravity of a liquid. All were engaged at the same problem, and each student had a note-book and carefully recorded the various steps of the work. The students seemed much interested in their work.
Practising Schools.	As practising schools the male students have the large room and the numerous class-rooms of the Central Model Boys' School; the female students have the rooms and class-rooms belonging to the Central Model Girls' School and the Central Model Infants' School.

ST. PATRICK'S TRAINING COLLEGE, DRUMCONDRA, DUBLIN.

GENTLEMEN,—We beg to submit for the information of the Commissioners our Report on St. Patrick's Training College for the year 1900-1901.

In previous reports we drew attention to the excellent situation of this College, to the beautiful grounds by which it is surrounded, and to its fine study-halls, lecture-rooms, and dormitories. The grounds and rooms continue to be maintained in excellent order. Since our last Report an exceedingly commodious *Science-room* has been fitted with all necessary appliances, and the instruction of the King's Scholars in Elementary Science has been placed in charge of P. B. Foy, Esq. At

our visit on 18th March, 1901, we found several King's Scholars at work in the Science room, under Mr. Foy's directions. Some were engaged in determining the density of a fluid; some in determining the relation of the volume of a fluid to the pressure on it; others in making a very neat experiment which showed, visibly, the expansion of a bar of iron. All had note-books and entered in them, step by step, the results of the various processes. Everything was done quietly and carefully, and it was evident that the students took much interest in the work on which they were engaged.

At the close of the session, that is, July, 1901, there were 159 King's Scholars in the College. During the year two students died, and three left for various causes. Of the 159, fifty-one were "classified teachers," two had been pupil-teachers, seventy-eight had been monitors, and twenty-eight had not previously served as teachers or monitors. Of the fifty-one classified teachers, forty-three were just completing "a one-year's course." The remaining eight had entered for a "two-years' course." The comparatively large number (fifty-one) of classified teachers is very satisfactory, as it shows that teachers who are already eligible for appointments, and of whom in the present case forty-three actually had appointments, are glad to avail themselves of the many advantages afforded by the Training College.

We found the dormitories as usual scrupulously clean, and well lighted and ventilated. For use in the day time there are, in the College yard, numerous and well-managed out-offices. The King's Scholars—from 159 to 165 in number—are in their dormitories from 10 p.m. to 6 a.m., but for their use during this period there were only two closets. We should be glad to see an increase in this number.

There are three practising schools. One of these is a small school—about forty pupils—taught by principal and a monitor; the second is a school of about seventy, with a staff of two teachers (principal and an assistant), and the third is a large school of about 150 pupils, with a staff of four teachers. In a previous report we pointed out that the late Mr. Quinn, a very excellent man, had charge of the King's Scholars while they were actually engaged in the work of teaching—in the practising schools—and we attached much value to the services rendered by Mr. Quinn. On the death of Mr. Quinn, Mr. Drury took up the same duties, but after some time Mr. Drury also got important duties in the College in connection with the teaching of Manual Instruction, &c. Mr. Drury therefore was unable to devote as much time to the supervision and instruction of the King's Scholars actually engaged in the practising schools as the late Mr. Quinn had been able to devote. Of course the principal of each of the practising schools has general charge of the King's Scholars in his school, but each principal has so many duties to discharge in connection with his primary duty—the instruction of his pupils—that too much should not be expected from him in connection with the training of the King's Scholars.

In general the King's Scholars while engaged in the practising schools are within doors, but Physical Drill is taught in the playground. This, of course, is as it should be. The same playground is used by the pupils of the three practising schools, and, as we remarked in our report for 1899-1900, we think an enlargement of the playground—a work which could easily be effected—would be an improvement.

"OUR LADY OF MERCY," TRAINING COLLEGE, DUBLIN.

GENTLEMEN,—We beg to submit for the information of the Commissioners our Report on Our Lady of Mercy Training College (Baggot-street, Dublin), during the year 1900-1901.

Numbers.

At the close of the session, 153 King's Scholars were in the College, and there were also four externs. Of the 153, *eleven* were classed teachers who attended for a "one-year's course"; one had been pupil teacher; eighty-four had been monitors; and fifty-seven had not served as teachers or monitors. The classed teachers had all entered for a "one-year's course"; thirty-five of the monitors and twenty-seven of those who had not been monitors or teachers were completing the second year of a two years' course, and the remaining students were all in first year of a two years' course.

The competition for vacant places in the Training College is keen, and the fact that fifty-seven young persons who had not previously acted as monitors or teachers, succeeded in winning places, is worthy of note.

College buildings.

We visited the lecture-rooms, study-halls, and dormitories of the College, and found all in excellent order. We also visited Carysfort. As pointed out in a former report, it has been the practice to send a number of students, generally thirteen, from Baggot-street to Carysfort. This practice must have been very beneficial to the health of the King's Scholars, as the air in Carysfort and the surroundings generally, are all that could be desired. Though the rooms in the College in Baggot-street are good, the situation of the College, in a by no means sparsely inhabited portion of the city of Dublin, is not such as could be wished, and consequently steps have been taken to build a new college for the King's Scholars, at Carysfort.

Proposed new college.

Practising schools.

The practising schools in Baggot-street are generally filled, or over-filled, with *pupils*, and this tends to interfere to some extent with their utility as practising schools. At Carysfort there is a large National school which, on the day of our visit, had 279 pupils. This, of course, can be utilised as a practising school.

"CHURCH OF IRELAND," TRAINING COLLEGE, DUBLIN.

GENTLEMEN,—We beg to submit our Report on the Church of Ireland Training College for the session ended July, 1901.

New buildings.

During the year to which our Report refers, the work of erecting new buildings in connection with this College went on, but at the close of the session the buildings had not been completed.

Numbers.

In all, 121 students attended the College during the year. Forty-five of these were men and seventy-six were women, and of the latter two were "externs," or "non-Government" students. Of the forty-five male students, three were classed teachers, all of whom entered for a "one-year's course"; nine had been pupil teachers, twelve had been monitors, and twenty-one had not previously been in the Board's service. Of the women, one was a classed teacher, and she entered for a one-year's course; two had been pupil teachers, twenty-one had been monitors, and fifty-two had not previously served as teachers or monitors. It is noteworthy that more than half the men and more than two-thirds of the women had not previously been engaged in teaching.

During the year one King's Scholar died, and two left the Training College.

Mr. Henly, Professor of Method, was absent during six weeks while attending Science lectures. Professor Cooke, B.A., was absent for three weeks, attending centres of Manual Instruction in England; and Miss Lloyd-Evans, M.A., was absent for a similar period with the same object. In these cases it was not considered necessary to appoint substitutes. Professor Rae, B.A. (Professor of Mathematics), was absent, attending the College of Science, from September, 1900, to May, 1901, and during his absence his duties were discharged by Messrs. Pilkington and Bennett, of Trinity College. The causes which led to the absences of these professors show a manifest desire to keep fully abreast with recent developments in education.

The King's Scholars regularly attend the practising schools. For the male students the boys' school, with an attendance of about 120, is available; the female students receive practical instruction in Method of Teaching in the girls' school and in the infants' school.

"DE LA SALLE" TRAINING COLLEGE, WATERFORD.

GENTLEMEN,—We beg to submit for the information of the Commissioners our Report for the year 1900-1901 on the De La Salle Training College, Waterford.

At the close of the session this College had 150 King's Scholars. Twenty-two of these were classed teachers who had entered for a "one-year's course." Of the remaining 128, sixty-eight had completed the second year of a two-years' course, and the remaining sixty had completed one year of a similar course.

On 23rd March we visited the De La Salle Training College. The "examination-hall" is a very fine room, very well fitted up. The other general rooms—the study-halls, lecture-rooms, &c.—are all very good.

The dormitories are solidly and comfortably built. The dormitory in the highest story of the house is less bright than the others. There are sufficient bath-rooms, closets, &c.

Near the College there is a small practising school, in charge of two Brothers. In the city (Waterford), about twelve minutes' walk from the College, are the large practising schools, which form St. Stephen's National School. This school is conducted, chiefly, on the Departmental system; that is each "standard" has a separate room, and is in charge of its own teacher (a Brother of the Order). As, however, the Departmental system can be applied only to large schools, and as most of the schools in Ireland are small, a "specimen school" has been formed. This consists of forty or fifty pupils from Standards I., II., III., IV., V., VI., and it is placed in charge of a lay teacher. Although there are "infants" in one of the Departmental schools, there were no "infants" in the "specimen school," and to this extent it differed from ordinary small Irish schools; that is, from the schools which the King's Scholars will have to teach by and by. We need scarcely say that the management of "infants" in an ordinary Irish National school, in which there is only one teacher, is one of the greatest difficulties connected with such schools.

The King's Scholars teach, in turn, in the Departmental schools, in the "specimen school," and in the small school near the College.

ST. MARY'S TRAINING COLLEGE, BELFAST.

GENTLEMEN,—We beg to submit for the information of the Commissioners our Report for the year 1900-1901 on St. Mary's Training College, Belfast.

Numbers.

The College opened in September, 1900. At the close of the session there were 100 King's Scholars. Eighteen of these were classed teachers who had entered for a "one-year's course," the remaining eighty-two were young persons who had entered for a two-year's course.

Building.

On 22nd March, 1901, we went through the fine new building which forms St. Mary's College (Belfast). The "recreation-room" is a very fine room, and the other general rooms—the study-rooms, lecture-rooms—are also good. The dormitories are comfortable, well lighted, and well ventilated.

Practising schools.

The practising schools are at a short distance from the Training College. There are, in all, four rooms, and these are all fully filled, or over-filled, with pupils. We did not consider them well suited to serve as practising schools. One of two things should be done: either the practising school should be considerably enlarged, or a new school—nearer to the Training College—should be built. Miss G. Clarke, who had charge of the instruction of the King's Scholars in Theory of Method, resigned on 15th February, 1901, and she has been succeeded by Mrs. Lambe. From 10 to 12 on Tuesdays and Fridays, and from 1 to 3 on Mondays and Wednesdays, Mrs. Lambe superintends the King's Scholars while they are actually engaged in teaching. During these hours Mrs. Lambe is able to observe the method employed by each King's Scholar, to note defects, and to make suggestions. At other hours the King's Scholars engaged in teaching are left a good deal to themselves. The Sister in charge of the room in which a King's Scholar happens to be employed sees, in a general way, that such King's Scholar keeps at work, but the ordinary duties of each Sister in connection with her over-crowded room are so pressing that she can spare little time for the King's Scholars' instruction in "Method."

We drew the attention of the Principal to the necessity for making better provision for instruction in School Organisation, &c., and we have reason to believe that our suggestions will be acted on.

IV.—Report on "PRACTICE OF TEACHING" in Marlboro'-street, St. Patrick's, Our Lady of Mercy, Church of Ireland, "De La Salle," and "St. Mary's," Belfast, Training Colleges, by Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, M.A., Senior Inspectors.

MARLBOROUGH-STREET TRAINING COLLEGE.

Method of teaching.

Male Department.—The King's Scholars had received careful instruction in "Method of Teaching," and their general proficiency was fair. In some instances, however, the King's Scholars did not speak with sufficient distinctness; they were slow in manner, and the lessons were rather dull. Each King's Scholar followed his "notes" steadily—perseveringly—but the effect on one class was not always equal to what might have been expected from the pains taken in preparation.

For the so-called "unprepared lessons" a short time for preparation is allowed, but "notes" are not used. These "unprepared lessons" showed, on the whole, a falling off from the proficiency attained in giving prepared lessons.

The King's Scholars had been very carefully and successfully trained to "criticise." The criticism notes showed that the students carefully and intelligently observed the lessons given by others in our presence, and that defects did not escape their notice.

The proficiency in school organisation was very varied—some good, some fair; others weak.

Female Department.—The general proficiency was fair.

Prepared lessons were given methodically, but in several cases without much force. Some of the students spent a good deal of time in what they regarded as necessary preliminary work, and it was useless to suggest that they might assume that such preliminary work had already been done, for any departure from the order arranged in their notes, even to the extent of omitting unessential portions, seemed unacceptable and only calculated to embarrass. Prepared lessons.

Object Lessons receive much attention and in general were fairly given. Some King's Scholars, however, seemed to attach more importance to names than to facts. Names are, of course, necessary, but during an object lesson it is even more important that the children should be trained to observe facts than to learn names. Object lessons.

As in the case of the male students the proficiency in school organisation was very varied,

ST. PATRICK'S TRAINING COLLEGE, DRUMCONDRA.

As in previous years the King's Scholars had carefully written Notes of Lessons, and as far as time permitted each King's Scholar went steadily through the selected lesson in accordance with his notes. The King's Scholars were not always successful in sustaining the attention and interest of the pupils. The impromptu lessons generally referred to simple everyday subjects, and were delivered, on the whole, with as much animation as the prepared lessons. In some cases, however, the King's Scholars did not speak with sufficient distinctness while giving their lessons. Use of "Notes."

The King's Scholars had received useful training in "Criticism." "School Organisation" had also made fair progress during the year, though in several instances there was still room for much improvement in the manner in which the King's Scholars dealt with the whole school or with a division of it.

"OUR LADY OF MERCY" TRAINING COLLEGE.

Each King's Scholar had carefully written notes of prepared lessons. These lessons were given with distinctness and with considerable self-possession. The general effect on an ordinary listener would have been pleasing, as everything proceeded smoothly and methodically; but in several instances the effect produced on the pupils was less than it Use of "Notes."

should have been. The King's Scholars should make sure that they are not going too fast for the pupils, and that these are attending. Judicious questioning during the lesson would often add to its value.

For the impromptu lessons we generally selected simple subjects which have to be taught daily in every school. In general the impromptu were very fairly given.

"**Criticisms.**" The "Criticisms" by the King's Scholars were of little value. They consisted—as a rule—of general statements without special reference to the lesson criticised.

School organisation has received considerable attention, and although the Practising Schools are so crowded by pupils that they present special difficulties, yet, on the whole, the King's Scholars had made progress in this branch.

CHURCH OF IRELAND TRAINING COLLEGE.

Use of
"Notes."

The King's Scholars, men and women, had carefully written "Notes of Lessons." The men went through the work of giving lessons, in accordance with these notes, very methodically, but were sometimes rather slow and heavy in manner. The female students were equally careful to follow their "notes," and were more animated. Due attention was, in general, paid to the pupils, although, occasionally, a King's Scholar permitted himself to be too much absorbed in his black-board work.

Science
lessons.

Science lessons had been prepared in several instances, and the measuring and weighing seemed to interest the pupils a good deal. Of the Female Teachers who gave Science Lessons some were using scientific terms which they had only recently acquired, and consequently their lessons lacked the efficiency which only accompanies a sound knowledge of a subject on the part of the teacher.

School Organization continues to receive attention.

"DE LA SALLE" TRAINING COLLEGE.

Test lessons.

The tests to which the King's Scholars of this College were subjected were similar to those given in the other Training Colleges, and also to those given in preceding years, viz., a prepared and an impromptu lesson, and a test in organization (*i.e.*, acting as principal or assistant in a school). We regret that we are unable to report any improvement in the skill or efficiency with which the test lessons were given. In our Reports for 1899 and 1900 we explained the defects in the methods employed in giving lessons, and in the manner and training of the King's Scholars. The marks awarded to the students—three only of the Senior Division reached 50 per cent.—are lower than those given in the other Colleges, and, indeed, lower than those given in this College last year.

Though there are large and well-taught Practising Schools, yet the King's Scholars showed very little confidence, resource, or practice in controlling the pupils or in conducting a school so as to at once teach and train the boys.

ST. MARY'S COLLEGE, BELFAST.

This College only opened in September, 1900, so that no King's Scholar had been in attendance for more than one term at the date of our examination.

Practice of Teaching had, on the whole, received careful and successful attention. The King's Scholars had carefully written notes—indeed in some cases the notes were more than sufficient for an ordinary lesson—and in general the lessons were given clearly and distinctly, due attention being paid, not only to blackboard work, but also to maintenance of interest in the lessons by the pupils.

Up to the present "School Organisation" has received only limited attention. The Practising Schools, as practising schools, labour under disadvantages, but we are confident that in time these will be removed.

V.—Report on Examination in the Training Colleges of Queen's Scholars of First Year in Practice of Teaching, Knowledge of Commissioners' Rules, and Method of Keeping School Accounts, by Messrs. F. EARDLEY and T. J. ALEXANDER, LL.D., Senior Inspectors.

Practice of
teaching, &c.

The subjects of examination conducted by us were Practice of Teaching, Knowledge of Commissioners' Rules, and acquaintance with the method of keeping the School Accounts. In the Practice of Teaching, each Scholar was required to give two lessons, one selected from a list of three subjects which he had previously prepared, with full teaching notes, and another on a subject selected by us, and for which we allowed a short time, usually a quarter of an hour for preparation. Both lessons were, on the whole, given fairly well. The chief cause of ineffectiveness was the slow and circuitous process by which the subject to be elucidated was approached, clear thinking expressed in unambiguous language was absent, and in consequence the attention of the pupil was not sustained to the close of the lesson.

The blackboard illustrations did not strike us as being well done, symmetry and neatness not being conspicuous. To this, however, the students in Our Lady of Mercy Training College presented a marked exception.—Each student was required to give a written criticism on the lesson given by his neighbour; the criticisms were for the most part merely mechanical, according to a prescribed form, and given in set phrases, such as "sympathetic manner," "profitable to the pupils," &c., but there were numerous exceptions in which the language was free, and to the point.

The knowledge of the prescribed portion of the Commissioners' Rules was, on the whole, excellent, and the students, with very few exceptions, showed a business-like acquaintance with the method of keeping the School Accounts—much better than we found on any previous occasion.

VI.—Report upon READING, COOKERY, and KINDERGARTEN in
the Training Colleges, by Messrs. J. MORAN, LL.D., and E. P.
DEWAR, M.A., Senior Inspectors.

Reading has received during the past session considerable care and attention, and the style of reading acquired by the King's students was on the whole good. Efforts had been made to secure modulation of voice, clearness of articulation, and proper emphasis. It was, however, noticeable that some of the students had not devoted sufficient time to the practice of reading aloud, and their style was monotonous and not pleasing. Reading.

Explanation was on the whole fair, but stress should still be fixed on the necessity of explaining words and phrases as briefly as possible, and in terms which are explicit and easily understood.

Pronunciation was fairly good, and was as a rule correct, but occasionally the pronunciation of words according to recognised authorities was ignored by the students.

The Cookery Classes have been carefully and successfully conducted, and the students showed considerable skill and dexterity in the preparation of the different dishes which were proposed as tests. The manipulation of the various ingredients and the management of the range were alike creditable and satisfactory. Cookery.

The Kindergarten Classes and students merit as satisfactory a report as the classes and students trained in Cookery. Kindergarten.

The students had acquired a good knowledge of the Rules and Regulations of the Commissioners of National Education, and showed also an intimate acquaintance with the proper methods of keeping the School Account Books.

VII.—General Report on Industrial Instruction, by Miss
PRENDERGAST, Directress of Needlework.

GENTLEMEN,—In accordance with your instructions, I beg to forward a short report upon the progress of industrial instruction during the year ended December 31st, 1901.

Arrangements
for Assistants.

It has been a full year and a busy one, and it has brought changes and developments. One of the latter has been a difference in the mode of procedure adopted by my staff of Assistants. When these first entered upon their duties they were in the habit—following instructions—of visiting, as exactly as possible, every Girls' School in a district before leaving it to proceed to another; this course, adopted with a view to economy of travelling expenses, was found likely to be an unpopular and, even, an unfair one. To work through a whole district in this style of house-to-house visitation, was a slow process, and while one fortunate portion of an Assistant's province was enjoying her attention for, perhaps, three months, the thirteen or fourteen other districts in her charge were discontentedly wondering how long they might have to wait before their turn came, and—not unreasonably—feeling that their claim to be furnished with the knowledge which they required was quite as strong as that of their more favoured neighbours.

Taking these circumstances into consideration, a change was made in the method of procedure, by which the services of each Assistant were to be divided, as fairly as might be, among all the districts of her province, she arranging to visit each one in the course of the year, selecting a centre, and travelling to every girls' school within easy reach of it for the purpose of organisation. The Inspector in charge, whose local knowledge enables him to give full and accurate information as to the whereabouts of each school, and its distance from centre, furnishes a list to the Assistant, who then sends a notification of her approaching visit to every teacher and manager, and makes her arrangements for the period of her stay.

The duration of this is fixed by the number of schools within a radius of about ten miles from the centre selected, which, if it be a town of some importance, will furnish work for three weeks, or upwards, whereas a small place will be worked out in ten or twelve days.

Holding of
Conferences.

On the Saturday a Conference, as it is called, is held, when teachers are afforded other opportunities of improving their methods of instruction. Under the direction of the Assistant, they draw, on checkered paper, diagrams for cutting out, which can be enlarged to inch scale, and reproduced on a blackboard for the information of their senior pupils; themselves acting as a class, or draft of one. They go through model lessons in the subjects generally found most difficult to teach successfully—such as buttonholes, sewing on gathers, darning—and thus acquire a practical knowledge of the method of collective teaching by seeing it from two sides—that of the looker-on, while the Assistant is organizing in their own schools, and that of the pupil, while following her directions at the Conference. They are free to propound any difficulties experienced by them, and to ask any questions which they desire to have answered, and the Assistant gives them all the help in her power during the hours spent in Conference. A course of subjects for these Conferences has

been arranged, embracing all the most important points in the needlework programme, and the Assistant goes fully through this course when her stay in a centre enables her to give the necessary number of meetings. If only two Saturdays be available, she selects those portions of the programme which she thinks will prove the most useful—and the most required—for elucidation at her Conferences. Cutting-out is a subject frequently taken, because teachers, as a rule, much need a systematic method for giving instruction in it.

A large number of schools have been visited and organized during the past year—in all, 755. Of these, Miss Cullen (who was withdrawn from her usual duties for a fortnight in order to assist me in the marking of specimens executed at July Examinations) organized the work of 157—a number of them being large Convent Schools, which required two, and sometimes three, days devoted to each. In a school of from 500 to 1,000 average attendance, the distribution of the various standards into different class-rooms obliges the bestowal of extra time and pains, if the work of organization is to be thoroughly done. The teachers of, say, Fifth Standard, shut up, with their own pupils, in their own class-room, cannot see or hear the model demonstration lessons which are being taught to Standard 4 or Standard 6, above, below, or to one side of them; unless the Assistant spends some hours in the 5th Standard room, its mistresses will remain unenlightened as to the best method of teaching the buttonhole, darning, and so on, which girls under their charge must learn. Thoroughness always saves time in the end—but it usually *takes* time in the beginning. When a model lesson on every point of importance in the programme has been given in a school, its staff cannot complain that they have not received sufficient information to enable them to carry out a good system of teaching.

The total number of Convent Schools visited by Miss Cullen during the year was thirty-nine; of ordinary National Schools, 118—some of the latter were mixed schools, having boys as well as girls in charge of a female teacher. This is an arrangement which—so far as needlework is concerned—seldom answers well; the boy, being a restless creature, cannot, with impunity, be permitted to play the part of free lance for any length of time; mischief of some sort is his natural element, and the natural time for plunging into that element is when the back of authority is, for a moment, turned. Then, if he be not inclined to hack his initials in his desk, or fight with a boy neighbour for the possession of a particular seat, he can pull the hair of a little girl and deride her subsequent tears. The teacher's precaution against such untoward happenings is—very frequently—to place the girls at needlework, *i.e.*, put work materials into their hands—and leave them to their own devices, while she devotes herself, with untrammelled energy, to the more boisterous and unmanageable half of her charge. I need hardly say that the sewing, knitting, &c., produced by the youth of the gentler sex under these circumstances leaves a good deal to be desired. Here and there a teacher of exceptional capacity contrives to fulfil her duty creditably in this respect; but the usual result of the introduction of boys beyond infancy in a mistress's school is needlework neglected and inferior.

Miss Hogan visited during the year 177 schools, of which twenty-four were Convent, and 153 ordinary. A few of these visits were return ones, to schools organised towards the close of 1900, with a view

Organization of needlework in large schools.

Mixed schools.

Defective
knowledge of
methods.

to noting whether satisfactory improvement had taken place in the needlework, and in most cases a decided advance was observed. Much of the unsatisfactory needlework found in schools is the outcome of a want of knowledge on the mistress's part—first, of the proper method of *doing* work, and, secondly, of the proper method of *teaching* it. In many schools my Assistants report that sufficient time and attention have evidently been bestowed on work which yet cannot be described as satisfactory, because of the frequent occurrence of faults of method—wrong ways of doing things, either ignorantly taught or ignorantly permitted by the teacher in charge. There is, often, only one way of doing a needlework stitch, which is universally recognised as correct, and there is, almost always, a distinctly *best* way; to deliberately decline from this standard of method is to choose the downward path. Insistence in Training Colleges upon a uniform mode of working among the students, and the adoption of the correct method by any student who is found to have brought from previous training a wrong manner of doing work, would have an excellent effect upon the work of schools.

Uniformity of
method:

I never consider a class well taught in which I find a diversity of methods; of two or more ways of doing a thing, there is almost invariably a *best*, and that one should be chosen by the teacher and universally practised by the pupils. Correctness of method should be aimed at first in the teaching of every stitch. When that has been attained, pupils can begin practice with a view to acquiring neatness of execution, but small stitches, ill-shaped, uneven, and badly fulfilling the purpose for which they are made are not objects to admire. Miss Hogan's reports show that she found defects of method in the great bulk of the schools organized by her.

Miss Lee visited during the year 260 schools, many of them mixed; some of these visits were return ones. Convent schools are comparatively few in number in the province of Ulster, and where they do exist but one day's visit is paid to them, so that no one of them has absorbed more of the Assistant's time than fell to the share of any moderate-sized ordinary school. Many of the schools in the Northern districts are very small, and some of these lie very close together, so that it has been possible for Miss Lee to visit two in a day, giving a couple of hours' instruction in each. When only some fourteen or fifteen children of various standards attend, collective teaching of needlework is of little value, but the visit of an Assistant can still be made helpful to a mistress by useful information given as to methods of teaching and general organization. Many of the schools visited by Miss Lee did not rise above middling in their standard of work, and a great deal too many sank below it, being partly, if not wholly, poor.

Careless and untidy arrangements are the cause of much loss of time, which should be devoted to the teaching and practice of needlework; the materials are entrusted to the keeping of pupils, who sometimes lose, and frequently forget to bring them back, having once fetched them home—or they are thrust, here and there, into odd corners of a press, which contains, also, slates, copy-books, ink-bottles, papers, baskets, and *impedimenta* of all kinds, including dusters, and—almost certainly—dust. They are hunted out, piecemeal, at work-hour, and the garment or sampler is first handed to each child, with frequent difficulty of identification, because no one has taken the trouble to write the owner's name upon the article: then a needle is found for each—a thimble (if such a luxury be

Bad arrange-
ments for
work.

forthcoming), and a piece of thread, and ten minutes have been wasted before a stitch has been set. Five minutes more are required for taking up; then, if the pernicious half-hour daily has been adopted, as it has been in too many schools, just fifteen minutes have been spent at work.

The adoption of the arrangement which gives an undivided hour to needlework on three days of each week—say, Monday, Wednesday, and Friday,—thus securing that the inevitable loss of time incurred in giving out and taking up materials shall occur *three* times only, instead of *five* times; and the provision of bags, one for each child, in which material, thimble, thread, and needle are safely stored, and handed, all at once, to every pupil, making it possible to do in three minutes what might otherwise be the work of ten,—these are most efficacious means for economising and making the best of the now limited time allotted to needlework, and they are strongly recommended by Assistants in schools which they organize, if the arrangements in these schools stand in need of improvement.

Miss Glynn organized during the year 161 schools, of which twenty-six were Convent, and 135 ordinary—a few of these were return visits. In a considerable number of cases she had to report more or less unfavourably of the needlework, which she sometimes found very much neglected. On the other hand, she, in common with other Assistants, was able to give a very favourable description of the work found in some of the schools visited. In many parts of Connaught circumstances are far from favourable, the parents of children being very poor, the districts bleak and barren—this may be remembered when considering drawbacks. At the same time, it may be recollected that knowledge, energy, and perseverance can accomplish much, even "in the teeth of clenched antagonisms."

My opportunities of examining the work produced at Easter Examinations were smaller than ever during the past year, since all four members of my staff assisted in marking the specimens, and, in consequence, fewer of them passed through my hands. The weakest points among candidates were, still, the ones usually found so—darning and cutting-out—both of which left much—very much—to be desired. One could not help thinking that many of these young people deliberately shirked the practice of "cutting-out," relying upon "dressmaking" to pull them through. As the latter subject has now, I am glad to say, been removed from the examinations' programme (in consequence of the abolition of "dressmaking as an extra," and of Alternative Scheme), it will not be possible for mistresses to neglect this branch so much in future, as the pass in cutting-out will depend upon it alone.

Heels of socks were frequently too long, producing an unusually developed instep to the foot, such as would be found superfluous—and baggy—in eight cases out of ten.

As the work of July Examinations (Training Colleges) was marked by me with the assistance of Miss Cullen only (whose centre is Dublin), I had a much better opportunity of observing the progress made by these students. I must own that I was disappointed by the rarity of high marks among them. Of nearly 240 candidates whose work was examined by me, only thirteen obtained more than 80 per cent., and the great bulk fell far, very far, below that standard. Various causes contributed to this result, but I think that the principal were carelessness about darning and cutting-out. In the latter point, night-dresses, cut with "saddle yoke," were, as

Work of
Easter and
July exami-
nations.

usual, almost invariably defective, refusing to meet in front, which was narrower than the back, instead of wider. Sometimes the yoke was wrongly cut, made in separate pieces, with ugly joins upon the shoulders. The knitting of Col. 2 was often very faulty in form and proportion. Few candidates seemed to have any proper idea of how to shape the leg of the stocking; as many as ten rows in ordinary fingering wool were sometimes left between the narrowings, with the result that the calf, becoming "fine by degrees, and *un*-beautifully less," did not end until the time had come for "raising" the heel, which it overhung! Heels were, often, too long, also, producing the abnormally high instep before referred to. Definite and correct methods, uniformly insisted upon, would much raise the standard of Training College work.

Work of
schools
visited by
Directress of
Needlework.

I visited, during the course of the year, ninety-one schools, of which sixty-five had Industrial departments attached; nine were Convent, and seventeen ordinary National Schools. Three Model Schools were among this number. The general merit of needlework in the latter appears to suffer from the entrance into their higher standards of pupils whose education has previously been carried on in so-called "private" or Intermediate Schools, where no industrial training is given, and whence girls arrive without an idea of how to handle a needle. I found, in Limerick Model Female National School, some candidates for training of this class, whose sewing was very defective indeed, while that of senior pupils was satisfactory. Of these twenty-seven schools, other than Industrial departments, I found the work good in four cases; very fair, or fair, in four; mixed (*i.e.*, partly satisfactory, partly careless, or defective) in eight; and poor, or bad, in eleven. As, however, I specially looked up various schools unfavourably reported upon by my Assistants, I rather put myself in the way of these unsatisfactory experiences.

At the same time, I gained a general impression that the present tendency of school needlework is rather towards retrogression than advancement—partly owing to the diminution of time given to this subject, and partly to the introduction by the new programme of a number of subjects, acquaintances glossy-fresh, whose novelty distracts the attention of teachers and children alike from their homely old friend, the needle,—one can only hope that the introduction of collective teaching will help to make up for the lessened time given—crucially lessened in some schools, where teachers, taking advantage of the statement in programme which defines three hours weekly as the *maximum* to be devoted to needlework, have cut down the allowance to an hour and a half weekly, which is totally and ridiculously inadequate.

Requisites for
teaching.

As many mistresses appeared to find a great difficulty in making "demonstration pieces," to be used in teaching collectively, I arranged with two of the Industrial Departments under the Board, Cashel and Oughterard Convents, to undertake the production in their workrooms of sets of these pieces, charging a fixed reasonable rate for them. I corrected, carefully, myself, trial sets of pieces, and made sure that the stitches demonstrated by means of these aids would be without fault of method, shape, or proportion. The Sisters in charge of the work-rooms promised to faithfully follow these patterns when supplying the pieces to schools.

As the work of children often suffers through the inability of their mistresses to procure, in the shops within their reach, suitable materials for their pupils to practise upon, I made arrangements

with two large Dublin houses, Messrs. Clery, Sackville-street, and Messrs. Arnott, Henry-street, to keep and supply to schools, requisites selected by me—soft, evenly-woven calicoes, graduated in fineness to suit the various standards; thread, needles, knitting wool, and cotton, web for darning, and so on.

With regard to the Industrial Departments, I found their progress, on the whole, satisfactory. Forty, out of the sixty-five, were doing good, or very good, work—a few had made decided advance during the year upon their former standard of production. Among the latter, I should like to mention Macroom, which started crocket lace during the winter of 1900-1, and made such progress in the art of working it, that specimens from the school won a prize—and immediate sale—at the Royal Dublin Society's Show in the following August. The crocket lace made in Thurles Convent National School is of unusually high quality, and the demand for it is so great, particularly in France, that the workers are unable to satisfy it. Lace is still a most fashionable article of wear, and enough—of satisfactory quality—can hardly be produced to meet the requirements of buyers; even Kinsale Convent Industrial Department, where the number of workers employed is very large, averaging over 100, during the winter months, finds itself hard pressed in the executing of the multitudinous orders poured in upon it.

The state of fourteen departments was fairly satisfactory. In some of these only a moderate amount of advanced work was done; in others, though a good deal was produced, it was not of high quality. Seven departments I found to have deteriorated during the year—some through permitting the new subjects of the programme to encroach very considerably upon the time and attention formerly given by senior girls to advanced needlework, some, I really think, through relaxation of effort—but, in two cases, I attribute the falling-off to a decline in the health of the teacher. Four, I found in an unsatisfactory condition.

The plain needlework of the schools to which departments are attached, I was sometimes able to examine wholly, sometimes only in part, taking the senior standards, as most important. I found it good in twenty-five cases, fair in eighteen, mixed in nine—that is, some standards showed satisfactory, sometimes really good work, while others exhibited defects either in method or execution—or else, portions of the sewing, &c., were good, other parts faulty or careless. In four schools (two of them belonging to the above-mentioned unsatisfactory departments) I found poor or bad work. In the remaining schools I could get so few specimens to look over (generally because of happening to visit just after the holding of annual examinations) that I could not form an opinion from them as to the general character of the pupils' productions.

On the whole, a great deal of useful work has been, and is being, done by the Industrial departments, which makes one regret that their numbers are bound, henceforward, rather to diminish than increase. By the recent regulations of the Commissioners, no new grants will, in future, be made, nor will any re-appointment of an Industrial teacher be sanctioned where the mistress in charge at the present time is, by ill-health, or any other cause, obliged to relinquish her post. One Industrial department received a grant—the last—during the past year; this is Belturbet Convent National School. Here the principal industry carried on is crocket lace-making, with which pupils were succeeding very well on the occasion of my visit.

The day being extremely wet, and many of the girls having several miles to walk in order to attend the school, only sixteen were present when I examined the class, of whom eleven were external pupils.

I am, Gentlemen,

Your obedient servant,

M. PRENDERGAST,

Directress of Needlework.

To the Secretaries.

VIII.—General Report on Musical Instruction, 1901, by Mr. P. GOODMAN, Inspector of Musical Instruction.

GENTLEMEN,—Herewith I beg to submit my General Report as Inspector of Musical Instruction for the year 1901.

In my last report I was able, for the first time, to sound a note full of hope and promise with regard to the prospects of musical education in Irish National Schools. In that report I was able to announce that, after years of apathy and neglect, the schools were at length beginning to waken up and bestir themselves in this subject. The New Programme, which had appeared in the autumn of 1900, had expressly stated that the Commissioners were desirous that music should be introduced into all their schools as soon as possible. And, in order to help the teachers to carry out their wishes in this respect, the Commissioners had formed a special musical organisation, the earlier doings of which I described in my last report.

That I was justified in the sanguine view I took of the prospects of Music in Irish schools in my report for 1900, is evident from the returns to be found in the Commissioners' own report for the same year. From the statistics there given it will be seen that the number of schools in which Vocal Music was taught had risen from 1,470 in 1899 to 3,963 in 1900—that is, from 17 per cent. of the entire number of National Schools in 1899, to 45 per cent. in 1900. And although this latter per-centage is by no means a very high one, or anything to boast of, it is yet considerably in advance of the miserably small number (14 per cent.) of schools in which Music was to be found during the sittings of the Manual and Practical Commission in 1897-8.

From these returns it is clear the Commissioners can have Vocal Music generally, and even universally, taught in their schools within a very few years, if they but persist in demanding it. In requiring that Vocal Music shall form a subject of instruction in all their schools, the Commissioners only repeat what is prescribed in the programmes of elementary schools throughout the whole civilised world. In the Primary Schools of all the principal countries of Europe, of the United States, and of the Colonies, Vocal Music will be found to occupy a prominent position. So that in making this an obligatory subject of instruction in Irish schools, the Commissioners are doing nothing unusual or unprecedented. They are simply following the example long since set them by all the leading Primary School authorities elsewhere.

There is, however, little reason to fear that the action of the Commissioners in thus requiring the teaching of Music in all their schools will ever be seriously called in question. Managers of schools, clergymen of all denominations, Inspectors, and such of the general public as ever give a thought to educational matters, all cordially approve of this new requirement, and only wonder that it was not long since to be found among the Commissioners' Rules. From the teachers themselves no opposition on this point need be anticipated. The field, consequently, is clear, and, so far, matters are simplified.

Another element that very much favours the introduction of Music into all schools, is that it can be taught so readily and so cheaply. No expensive apparatus is required, nor is there anything in the teaching of the subject likely to prove a source of constant outlay.

Books, charts, and even modulators can all be dispensed with, if there is any difficulty about procuring them. With merely an ordinary blackboard and some chalk, the competent teacher can teach the subject from beginning to end. There is, therefore, no reason why Vocal Music should not be found in the very poorest, as well as in the best endowed, schools. But one thing only is absolutely necessary—the competent teacher.

**The new
Musical
Organization.**

To render the teachers of Ireland at least fairly competent to introduce into their schools the Vocal Music now required by the Programme, is the chief aim and object of the Musical Organisation created by the Commissioners in 1900. The early history of this organisation I have already given at some length in my last report. During the past twelve months the novel and interesting experiment of seeking quickly to develop the school music of a nation, begun by the organisation in the previous year, has been vigorously continued. Throughout the year classes for the instruction of Teachers in Vocal Music have been in constant operation in various parts of the country. Our plan of working has remained unchanged. Every evening of the week, from 6 to 8 o'clock, the classes meet at five different centres. To each class are summoned all the teachers living within a radius of about seven miles round the place in which it is held. For five or six weeks each organiser remains in the one locality—in the daytime working in the schools, in the evening teaching the teachers. When the Course is ended in any one district, the organiser departs and repeats his lessons elsewhere.

The Classes.

In all, thirty-nine such classes were held during the year 1901. The following are the names of the centres in which they met, together with those of the organisers who conducted them :—

MISS APFLEYARD, 8 Classes.—Kilkeel, Ballybay, Castleblayney, Ballymoney, Strabane, Buncrana, Carndonagh, Moville.

MISS BYRNE, 8 Classes.—New Ross, Waterford, Carrick-on-Suir, Dungarvan, Clogheen, Carlow, Naas, Dunlavin.

MISS COLCLOUGH, 8 Classes.—Tullamore, Roscrea, Birr, Kilkenny, Longford, Grannard, Thurles, Templemore.

MR. DAVIDSON, 8 Classes.—Enniskillen, Clones, Monaghan, Cavan, Galway, Sligo, Turm, Athenry.

MR. ROBINSON, 7 Classes.—Wexford, Enniscorthy, Nenagh, Ballinacloe, Swinford, Clonmorris, Kiltimagh.

In addition to these classes, each of my assistants has spent an occasional week or fortnight in working up the Music of the schools in certain districts from which application had come for the services of an organiser. It will hardly be necessary for me to give a list of such places.

**The Teachers
and the
Classes.**

The numbers attending each Teacher's class have varied with the locality. Only in a few instances have they been below an average of 30, while in two or three centres they have amounted to as many as 60 or 70 teachers in constant attendance. More than half of the classes met in Convent Schools. If, however, we omit the nuns and their mistresses (who have been also present in considerable numbers), and include only the acting teachers who attended the classes, we may fairly allow an average all round of 35 teachers to each class. With 35 teachers attending 39 classes we have a total of 1,365 teachers instructed in our classes during the year. If to these we add the 400 teachers who attended our Courses in the year 1900, we have a total of 1,765. Add to these the nuns and mistresses (say, ten to each

class) who have assisted at our lessons in the twenty-five Convent schools in which our courses have been held during the two years 1900-1, and we reach a grand total of over 2,000 persons instructed in our Music Classes since the Organisation began its work in the Autumn of 1900.

The same zeal and enthusiasm which were shown by the teachers in attending our classes, when first started in 1900, were again displayed at every centre where we have been at work during the past year. Everywhere the teachers have continued to show the most lively interest in our subject, and the utmost eagerness to improve themselves in it. Our short courses, no doubt, favour the maintenance of such zeal and enthusiasm. There is not time in them for first fervour to grow cold; interest and excitement, therefore, continue undiminished to the end. Apart from this, however, teachers are very earnest students. They are intelligent, docile, and keenly anxious to improve. Not for an instant have we had reason to complain of any one of them. So far, the relations between the organisers and the classes have been everywhere of the most friendly character.

The net results of our music courses must be pronounced on the whole as fairly satisfactory. Short though the courses are, the organisers yet find time in them to run the classes through a complete elementary course of Tonic Sol-fa, a little Staff Notation, and quite a considerable number of school songs. At the examination which I myself hold at the end of each course, I almost invariably find the classes collectively able to sing well from my pointing on the modulator passages, including transition, minor mode phrases, and chromatic tones, and able also to sol-fa readily from my pointing on a blank staff. In all the classes the organisers take particular care to teach a fairly large number of songs suitable for school use. In the best classes these are sung for me in two-part harmony, in the others, they are given in simple unison, tunefully and correctly, and always with great heartiness. In the individual examination, modulator, time, and song-singing tests are generally creditably gone through, but the sight test, even though of a very elementary kind, is but rarely successfully attempted. Taken all round the classes at the end of their courses are fairly good elementary classes, but no more. Roughly speaking, I should say, that about one-fourth of those attending each class will be found to be decidedly good, one-fourth decidedly weak, the others fair.

Important as is the work accomplished by the organisers in thus teaching the teachers in the evening classes, it may be doubted if it is not excelled by what they do in the schools. Every day each organiser visits some three or four schools. In all places where singing has not been introduced previous to our visits, we forthwith start it, taking the classes ourselves, and teaching them in the presence of the teachers. This part of our work has effected a considerable amount of good, and has been keenly appreciated by the teachers, who have everywhere shown themselves most grateful for our visits. It would, indeed, be difficult to exaggerate the usefulness of these visits of the organisers to the schools. In hundreds of instances, during the past year, the organisers, at the end of the course, have been able to leave flourishing singing classes after them in localities, where, previous to their coming, music had been unknown.

From what I have just said, it is evident that while the organiser remains in a particular district, school music flourishes apace. An expert teacher working zealously by night and by day amongst teachers and children cannot fail greatly to improve matters. But what happens when the organiser is gone? Does the interest of the teachers in the

Net results of the Classes.

Work of the organisers in the schools.

Organisers revisit old centres.

subject continue, or does it collapse? And even if interest in the subject is still maintained, are the teachers really able to teach it now that they are left unaided? These were questions I often put to myself, and to which I greatly desired some definite answer could be given. Accordingly at the end of the year, I sent my assistants to revisit some old centres, beginning with those organised in the previous year (1900), and requested them formally to report how the work originally started by them was being continued. The following is a summary of their reports :—

	No. of Schools visited.	No. of Schools in which Singing is taught.	No. of Schools in which Singing is not taught.
MISS APLEYARD—Three centres revisited: Newry, Kilkree, Ballybay,	78	78	—
MISS BYRNE—Five centres revisited: Ballinrobe, Cahir, New Ross, Clongheen, Waterford,	97	87	10
MISS COLCLOUGH—Five centres revisited: Cloosmol, Tullamore, Roscrea, Birr, Killeeney, ...	102	87	15
MR. DAVIDSON—Four centres revisited: Clonsilla, Tipperary, Kunkillies, Monaghan, ...	140	125	25
MR. ROBINSON—Three centres revisited: Wexford, Eniscorthy, Nenagh,	81	78	3
	508	405	43

Continuance
of work begun
by the
organizers.

From these returns it will be seen that in twenty districts revisited a twelvemonth after they had been organised, Vocal Music was found to be taught in 455 out of 508 schools, that is just 90 per cent. of the entire number visited. In those schools where no singing was found, the cause was due to the inability of the teachers to teach the subject.

From all I have said it will, I think, be admitted that the work accomplished by the Musical Organisation, so far, has justified its existence. Our classes have occasioned no trouble, and but comparatively little expense, while they have led to a great and immediate development of the teaching of the subject everywhere they have been held. Our plan of working, at the same time, has in no way interfered with the school routine. The subject, itself, is popular with all classes, with managers and inspectors, with teachers and children, and with the parents of children. Music appeals to all and attracts all. It is besides a subject of no particular expense in the schoolroom, and one decidedly easy both to teach and to learn. In no other item of the Board's Programme are results so quickly shown as in the teaching of Vocal Music. For these reasons, therefore, Music should soon be found in every school in the land. Two causes alone can exclude it, namely, the indifference or the incompetency of the teacher. And both these causes will very soon disappear if it is once seen that the Commissioners are really in earnest and determined about the matter, and will stand no trifling in connection with it, but will insist, in the interests of the children of the country, that the subject shall be everywhere taught in the schools, or know the reason why it is not taught.

Turning now from the work of the organisation to that of the Training Colleges, I have to report that I held the usual practical examinations in all the Colleges during the months of May and June.

The Colleges now number eight all told, four for male, and four for female King's Scholars—an addition of one to the seven previously existing having been made in the new College which was opened in Belfast since the last examination.

The great interest now everywhere taken in School Music, showed itself in the substantial increase in the number of King's Scholars, who this year presented themselves for examination in the subject. These amounted in all to 668, of whom 328 were male, and 340 female King's scholars. They were distributed amongst the Colleges as follows:—

MALE KING'S SCHOLARS.			FEMALE KING'S SCHOLARS.		
—	Col. 1.	Col. 2.	—	Col. 1.	Col. 2.
St. Patrick's, ...	97	61	Marlborough-street, ...	50	39
Marlborough-street, ...	55	32	Church of Ireland, ...	31	41
De La Salle, ...	53	—	Our Lady of Mercy, ...	54	—
Church of Ireland, ...	17	13	St. Mary's, Belfast, ...	15	74
	222	106		150	154

It will be seen from the above that in two of the Colleges no students were presented for examination in Col. 2. This was because, heretofore, Music has been an optional subject with King's Scholars in their first year. In future there will be no such option about the subject. Everybody will be obliged to take it, senior and junior, singer and non-singer. Again, last year, in some of the Colleges, the Principals determined, almost, I believe, at the end of the session, that every student going out should be examined in Music, inasmuch as it was now expected that every teacher should be competent to teach it in school. The result was that in one or two of the Colleges quite a number of candidates wholly unprepared in the subject, came up for examination. And while this was done in some of the Colleges, the others adhered to the old practice of sending up for the examination only those students who were prepared for it. There was consequently a great lack of uniformity about the conditions of the Vocal Music examinations in the Training Colleges last year. This, however, cannot again occur. It is now understood that, in future, every King's Scholar will be examined in Vocal Music, both at the end of his first and of his second year.

The following are the returns of the examinations in Instrumental Music which I held in the different Colleges:—

Music in future an obligatory subject.

Instrumental Music Returns.

MALE KING'S SCHOLARS.				FEMALE KING'S SCHOLARS.			
—	Harmonium.	Piano.	Organ.	—	Harmonium.	Piano.	Organ.
St. Patrick's, ...	32	—	—	Marlborough-street, ...	68	10	—
Marlborough-street, ...	9	1	—	Church of Ireland, ...	46	24	8
De La Salle, ...	10	—	—	Our Lady of Mercy, ...	50	5	4
Church of Ireland, ...	4	1	2	St. Mary's, Belfast, ...	12	3	—
	55	2	2		168	42	12

From all these returns it will be seen that a considerable amount of attention is given in the Training Colleges to the study and practice of Music, both vocal and instrumental. Hitherto, however, the Colleges have been handicapped in this, that the great majority of the students came up for training wholly unacquainted with the subject. This will no longer be the case, to anything like the same extent. All candidates for a full training course will in future be examined in Vocal Music at entrance. Such an examination must necessarily result in improved material coming into the Colleges. And of students fairly familiar with the subject at entrance, it ought not to be difficult to make highly efficient teachers during the two years' course. Music, at length, has found its proper place in the school programme. It is to be treated as an ordinary subject of instruction. It is to be taught in every school, and every teacher will be expected to know it. The future prospects of the subject, therefore, are full of promise. They will be realised if we can but obtain good and efficient teachers. On the efficiency of the teachers all depends.

I am, Gentlemen,

Your obedient Servant,

P. GOODMAN.

The Secretaries,

Office of National Education,
Marlborough-street.

IX.—General Report of Miss FITZGERALD, Head Organizer of Cookery and Laundry.

GENTLEMEN,

In compliance with your instructions, I beg to furnish the following Report of Cookery and Laundry work for year ended 31st December, 1901 :—

During the year I visited several localities to organize classes for Arrangements for training of Teachers, or visit centres where such classes were in operation. Most suitable accommodation was chiefly found in Convent Schools, where every convenience was offered for the use and benefit of the Teachers. Classes were held in 60 centres, at which Number of classes. 806 Teachers received instruction.

From January till May a staff of twelve sub-organizers was constantly employed, giving Teachers theoretical and practical instructions in plain cookery and laundry. By August 1st this staff was reduced to eight. One, owing to illness, resigned her place, and three were appointed to other duties. Staff of Sub-Organizers.

In order that Teachers should have an opportunity of attending lectures, etc., without being absent from their ordinary school duties, it was necessary that instructions should be given after school hours, consequently classes were held from 4 to 8 every evening save Saturdays. In addition to this the sub-organizers were occupied for one hour every forenoon giving instructions in schools for the benefit of Teachers. Arrangements for occupation of Sub-organizers.

The demonstrations which took place in the evening lasted from one hour and a half to two hours, and were followed by practice lessons, when pupils worked in groups of two or four under the supervision of the Instructress. The efforts of the sub-organizers were chiefly devoted to imparting a useful and practical knowledge of the principles of plain cooking and laundry; general information was given in the elements of hygiene, housewifery, etc., and particular attention was paid to the absolute necessity of cleanliness, order, and economy. Nature of work.

Cooking in large quantities often leads to waste and a difficulty in disposing of the food, therefore the smallest amount of materials were used, and most successful lessons were given and practised without incurring much expense. The sale of dishes at the end of the lessons considerably reduced the expenditure.

Following shows work done in 1902 :—

Number of Sub-Organizers.	Number of Centres.	Lessons given.	Teachers instructed.	Expenditure.	—
8 to 12	60	1,800	806	£399 8 4	Fuel, materials, &c.
				106 16 1	Received.
				£292 12 3	Actual expenditure.

- Sub-organizer visiting school.** The very important duty of visiting schools, observing the character and efficiency of work done by Teachers, has not yet been commenced, save in schools in the immediate neighbourhood of each centre. This work was unavoidably postponed, as funds to meet the additional expenditure for car hire, etc., were not available.
- Teachers.** Of the 806 Teachers who received instructions 531 were secular Teachers. Too much cannot be said of the regular and punctual manner in which these Teachers attended the lectures, though no travelling expenses were allowed, they rarely, even through the dark winter evenings, absented themselves from the lessons; on the contrary, they availed of every opportunity of benefiting by the instructions. As a result of the teaching, cookery has been introduced into many schools, and would have been started in many more were it not for want of funds to provide the necessary apparatus.
- Providing of apparatus, &c.** Some Managers kindly supplied all that was required for the classes, in other cases the Manager and Teacher conjointly provided utensils and materials, and in more than one instance the Teachers, at their own expense, provided utensils, fuel, and materials. Children, as a rule, willingly bring ingredients, and in one instance, where theoretical instructions only were given by the Teacher, the parents of children who attended the school subscribed the required amount to defray the expenses of practical teaching.
- Visits to schools.** I visited several schools during the year, and found in many cases the instructions given were of a most useful and practical nature; but in some cases Teachers adopted a very injurious method of conducting the classes. Arrangements were made by which senior girls took part in cookery only, leaving undone all scullery work, about the most important part of each lesson. This course was adopted so that children of the second and third standards should have an opportunity of meeting the requirements set forth in the New Programme. It is needless to remark that classes conducted on such lines would do more harm than good; they would undoubtedly tend to increase habits of disorder and want of cleanliness. Each class should clean all utensils used at the lesson, and leave the kitchen in perfect order. Too many dishes are crowded into one lesson, and little time is left for scullery work.

I am, Gentlemen,

Your obedient servant,

MARY FITZGERALD.

X.—General Report by Mr. W. M. HELLER, Head Organizer of Elementary Science and Object Lessons.

GENTLEMEN,—I beg to enclose herewith my report for the work for the year 1901. My last report being written when the next year, 1901, was well advanced, covered also a considerable period of the work of the year 1901. I shall not, therefore, deal in detail with the operations of the early part of the year now under consideration. The general conclusions that I ventured to draw in my last report have been amply confirmed by another year's working. During the year 1901, Courses of Instruction were arranged in a considerable number of new centres, including Dublin, Belfast, Londonderry, Coleraine, Waterford, Wexford, Cork, and Killarney. An attempt was also made to start in Limerick and Galway, but, owing to the difficulties experienced in finding suitable accommodation for the work, I was unable to establish centres in these towns. It is hoped, however, that these difficulties may be overcome, and that during the ensuing year these two important centres will be dealt with. My staff remains the same as at the time of writing my last report, and has now become, owing to the considerable experience that has been gained, thoroughly efficient and able to deal with its work in a wholly satisfactory manner. I append a tabulated statement of the classes that have been held, and the more important particulars relating to each class.

Date.	Centre.	Nature of Course.	Organiser.	Number of Teachers.	Men or Women.	Summary of year's work.
1901.						
February.	Dublin.	Day Course.	(Full), Head Organizer and Mr. Ingold.	41	Men.	
Feb.-Mar.	do.	Evening.	Part I, Mr. Ingold.	42	do.	
Do.	Belfast.	Day Course.	(Full), Head Organizer.	39	do.	
Do.	do.	Evening.	Part I, do.	34	do.	
Do.	do.	do.	do.	34	do.	
May-June.	Cork.	Day Course.	(Full), do.	35	do.	
Do.	Belfast.	do.	do.	30	do.	
Do.	do.	Evening.	Part I, do.	41	do.	
May-July.	Dublin.	do.	do.	Mr. Thompson.	27	do.
July.	Belfast.	Day Course.	Part I, Mr. Ingold and Mr. Hamilton.	12	Mixed.	
Do.	Cork.	do.	do.	Miss Maguire.	12	do.
August.	Belfast.	do.	do.	Mr. Hamilton.	34	do.
Do.	Cork.	do.	do.	Mr. Thompson.	33	do.
Do.	Waterford.	do.	do.	Miss Maguire.	21	Women.
Do.	Killarney.	do.	do.	Mr. Ingold.	29	Men.
Do.	do.	do.	do.	do.	27	Women.
June, Oct., Mar.	Londonderry.	Saturday, Full Course.	Mr. Forgrave.	37	Mixed.	
Do.	do.	Evening.	do.	do.	17	do.
Do.	do.	do.	do.	do.	17	do.
Nov.-Mar.	do.	Evening.	Part I, do.	do.	20	do.
Do.	Coleraine.	do.	do.	do.	27	do.
Do.	do.	do.	do.	do.	22	do.
1901-2.						
Nov.-Mar.	Coleraine.	Saturday.	Part I, Mr. Hamilton.	49	Mixed.	
Oct.-Mar.	Belfast.	Evening.	Part II, do.	37	Men.	
Do.	do.	do.	do.	24	do.	

Date.	Centre.	Nature of Course.	Organiser.	Number of Teachers.	Men or Women.
1901-2.					
Oct.-Mar.	Belfast.	Evening, Part II.	Mr. Hamilton.	33	Men.
Do.	do.	do. Part I.	do.	35	do.
Do.	do.	do. do.	do.	35	Women.
Oct.-Feb.	Cork.	do. do.	Mr. Thompson.	41	Men.
Do.	do.	do. do.	do.	29	do.
Do.	do.	do. do.	do.	33	Women.
Do.	do.	do. do.	do.	29	do.
Nov.-Feb.	Cork (Mercy).	Convent, do.	do.	10	do.
Do.	do. (Charity).	do. do.	do.	9	do.
Do.	do. (Presentation).	do. do.	do.	13	do.
Nov.-Mar.	Waterford.	Evening, do.	do.	36	Men.
Do.	do.	Saturday, do.	do.	25	do.
Nov.-Dec.	Wexford.	Evening, do.	Miss Maguire.	25	Women.
Nov.-Feb.	do.	Saturday, do.	do.	31	Mixed.
Jan.-Feb.	Wexford (Mercy).	Convent, do.	do.	13	Women.
Do.	do. (St. John of God).	do. do.	do.	16	do.
Feb.-May.	New Ross.	Evening, do.	do.	34	Mixed.
Do.	do.	do. do.	do.	34	do.
Do.	do.	do. do.	do.	34	do.
Jan.-Mar.	Galway.	do. do.	Mr. Connell.	10	Men.
Oct.-Mar.	Dublin.	do. Part II.	Mr. Ingold.	32	do.
Do.	do.	do. do.	do.	28	do.
Do.	do.	do. Part I.	do.	36	do.
Do.	do.	do. do.	do.	67	Women.
Do.	do.	Saturday, do.	do.	63	Mixed.
Dec.	do. (George's Hill).	Convent, Part I.	do.	11	Women.
1902.					
Jan.-Mar.	Tullamore.	Convent, Part I.	do.	15	do.

Difficulties of the organisation.

The difficulties of organising training classes for teachers in this subject are greater than those encountered by organisers in other branches, mainly owing to the facts that (a) every two teachers attending the course of instruction must be provided with a full school equipment of apparatus, and (b) that the nature of the work is more exacting than that of most subjects, and necessitates teachers spending considerable time at home upon the reports of the work they have accomplished in the classes. The organiser is thus tied down by his equipment to one centre, and, as in the majority of cases, classes must be held in the evening, it is only possible to summon teachers attending such classes twice a week. If teachers were summoned for every evening in the week, it would be impossible for them to keep the written report of their work up to date, and they would, therefore, come to the next class unprepared for the work which had to be undertaken. The above table shows the total number of teachers who have attended courses of instruction, but they have not all received the same number of hours of instruction. A certain number have been through the full training course, but the greater majority have, up to the present, only accomplished what is known as Part I. of the course, representing about two years' work in a National School.

It is with great pleasure that I have to report that the attendance and work of the teachers at these classes have been in every way eminently

The work of the teachers in the classes.

satisfactory. The examinations held at the end of the courses of instruction have shown, in the great majority of cases, the teachers have obtained a real grasp of the subject and of the methods of teaching it. The notebooks produced by the teachers have in many cases reached a very high standard, and in almost all cases have been satisfactory. Outside the larger centres of population it has been found to be impossible to hold separate classes for men and women, so that the majority of the classes have been mixed classes. Two slightly different courses of instruction are in use—the one used in classes for male teachers only is somewhat more complete than that used in the mixed classes, the men have received a somewhat better preliminary training in arithmetic, mathematics, and science than the women, and they get through the work of the classes more quickly than the latter. The method of instruction in elementary science which has been adopted in the classes, is a type that should be pursued in any science or object lesson, and the training classes are, therefore, as much a preparation for the teaching of object lessons as they are for the teaching of elementary science. Specific reference, however, is continually made in the classes as to the teaching of object lessons, and organisers frequently give suggestions as to the treatment of definite subjects. The number of teachers attending one of these classes has to be strictly limited to thirty, if the organiser is to be able to give the individual attention to teachers which is demanded by this kind of instruction.

Courses of instruction.

At the present time we have six laboratory equipments available for these classes, and they are attached to the sub-organisers' centres—Dublin, Belfast, Londonderry, Galway, Cork, and Waterford. Owing to the reasons which are above mentioned, it would be desirable to place two laboratory equipments at the disposal of each sub-organiser, so that he will be able to give instruction in two different centres in the same week. There is sufficient apparatus in the Waterford equipment to provide a sub-centre equipment for this district; a special sub-centre equipment has already been provided for the Londonderry centre, and is at the present time located in Coleraine. It will be necessary at an early date to provide special sub-centre equipments also for Dublin, Belfast, and Cork, and thus enable the organisers in these districts to conduct evening classes in, at least, two centres during the same week.

Number of equipments.

There are a number of comparatively large schools, possessing one or more teachers, situated in the districts that organisers will be unable to reach for some years. These are the schools in which systematic elementary science should be first introduced, and the only way of giving these teachers a course of training at an early date is by summoning them to day courses of instruction in three chief centres—Dublin, Belfast, and Cork. Such courses should be held as frequently as possible in these centres. In most cases the organisers' equipment is stored in the Model School of the district, and it is desirable that, wherever possible, the Model School should be the organisers' headquarters to which the equipment is returned after being employed in the sub-centre. The day courses referred to above are, of necessity, more expensive than the classes held in local sub-centres, as personal allowance of three shillings per head per night is paid to teachers attending such courses, and the expenses paid for full day courses of instruction is usually between £6 and £7 per teacher. The efficiency, however, of the training in these day courses is greater than that obtained by evening instruction, such teachers, being free from the

Nature of future classes.

cares and worries of their schools, can give their undivided attention to the work of the training classes. Such courses, also, would enable this particular branch of the New Programme to be spread more generally and uniformly over the country.

Operations
limited by
lack of funds.

It is much to be regretted that the Treasury has only been able to place sufficient funds at my disposal to keep my small staff occupied at these training classes during a portion of the present financial year. There is, however, an overwhelming amount of other exceedingly important work, such as visiting and teaching in schools, to occupy them when the funds available for the payment of teacher's travelling expenses have been exhausted.

Work in
schools.

I am glad to be able to report that considerable progress has been made with the subject in the National Schools themselves. A number of schools have equipped themselves with simple laboratories and apparatus, and excellent work has been done in all schools where the free grant of apparatus has been received. A satisfactory start has been made, and the trained teachers who are at present unprovided with apparatus are giving object lessons of a scientific and satisfactory character. A much higher standard of object lesson teaching is perceptible in those districts in which courses of instruction are being given, but in districts that the organisers have been unable to touch, I regret to say the object lesson seldom rises above a very moderate standard. The circular on the object lessons issued by the Commissioners in 1901 has had a most important effect in explaining to the teachers, more fully than did the original programme, the aims and ideals to be achieved by such instruction. The suggestions as to suitable object lessons mentioned in this circular have been, I believe, of very great assistance to many teachers.

Circular on
object lessons.

Method of
instruction in
schools.

The method of the New Programme, and especially of the science and object lesson section of it, is essentially different to the methods brought about by the results system, that teachers who have been so long working under the latter system find great difficulty at first in adapting themselves to the methods asked for in the New Programme. One cannot fail to be struck by the great difficulty one experiences in schools in getting the various classes to respond to the method of treatment which is necessary in science teaching or object lessons. An attitude of mind seems to have been created in the pupils that makes them almost resent being asked to think out the answer to a question themselves. They are so used to receiving all their information from the teacher that it is very difficult, indeed, to get them to acquire for themselves the most ordinary and obvious information. It is significant that it is far easier to give an object lesson in the lower standards than to give identically the same lessons in the upper standards of the school. My own experience of teaching in Irish schools has been invariably that in the same school one gets more intelligence and mental activity in the first and second standards than one does in the fifth and sixth standards. It is thus seen that scientific instruction necessitates a change in the attitude of mind both of the teacher and the scholar, and until this change has taken place in both, the best effects of scientific instruction cannot be produced. As, for some time to come, in the great majority of schools, elementary science teaching must be given in the form of object lessons, it is most important that the teachers shall prepare a well considered and well arranged scheme of work before the actual instruction is commenced. It is of the greatest importance that the different object lessons given should bear some relation to one another, and that the use shall be made both of the information and of

Object
lessons.

the training which has been acquired by previous lessons. In the reports which organisers have been instructed to make on the teaching of this subject in schools they visit, a complete syllabus of the work for the year in elementary science and object lessons is asked for. Many excellent schemes of lessons have been prepared by teachers, and the hasty and ill-prepared lesson is now not so frequently met with as it was at first. It is most important to insist that a carefully written account of every lesson should be produced by the children, and in these notes an endeavour should be made to reach a fairly high standard of composition, handwriting, drawing, and style; but, in addition to all these, the notes must, at the same time, show the individuality of the pupil, and must not be a transcription of the teacher's composition. Where good original notes of this description are obtained, it would have a most important and far-reaching effect on the whole work of the school. In some schools the effect of the results system is still seen in the fact that good object lessons are repeated again and again until the scholars know them by heart. It is hardly necessary to say that when once the lesson has been given, its chief educational value is past, and therefore the dangerous tendency to repeat a few lessons over and over again requires to be checked. After the teachers have been through a course of training, frequent visits to the schools by the sub-organisers are very desirable. A training course, at the best, can only indicate the lines on which the instruction should be given, and convey to the teachers a few hints that past experience have shown to be valuable. It is impossible in such classes to teach teachers how to teach science. The art, as in every other subject of instruction, can only be acquired by the teacher's own efforts and experience.

Importance
of written
work.

The time that the organiser must spend in preparing the laboratory for the practical work of a class of thirty teachers is considerable, and, in addition to this, the notebooks containing the written reports of the work must be examined carefully and marked. The organiser, therefore, who is conducting an evening class, has practically no time on the same day to visit schools unless they are situated in the immediate neighbourhood of the centre.

Organisers'
work in
schools.

The programme of instruction has undergone no change since the programme was introduced, there being still four alternative courses detailed in the programme. However, few schools are dealing with any other subject than Course I., as teachers have readily recognised that this course is a necessary preliminary to any specific science subject. I am not at all convinced that the division into standards is the best arrangement for this subject, but am of opinion that a division of the alternative Science schemes into three, or, perhaps, four stages, would meet the conditions of the great majority of schools more conveniently. The present arrangement is not, and never can be, adhered to in the vast majority of the Irish schools. It has been suggested from time to time that a programme for small schools should be issued, but I think the arrangements of such programme can be safely left to the teachers themselves in this subject. There are a considerable number of important schools of almost an Intermediate type at which many of the pupils remain until the age of sixteen years, or even later, the older pupils will, in the course of time, have accomplished the work of any one of the alternative courses, perhaps two years before leaving the school. It will, therefore, be most important to provide some continuation work for such pupils in the form of more specific and technical instruction.

School Pro-
gramme.

Higher grade
schools.

Every week shows more and more clearly the impossibility of dealing with the necessities of the situation with my present staff, and I would

Need for
larger staff.

again urge the desirability of materially increasing the staff at the earliest possible moment, and to make financial provision to enable them to carry out their work effectively. At present we have only been able to deal with comparatively small areas, and it is obvious, without considerably increasing the staff, it would be impossible to deal with the problem in an adequate manner.

Though at the time of writing some 1,200 teachers have received instruction, only a small number of these have been through a complete course of thirty lessons, and it would be most desirable, a few years hence, to take the majority of these teachers over the course again. To introduce the subject and the method of teaching it at all generally, seven more sub-organisers, duly qualified to immediately commence the work both of conducting classes and of visiting schools, should be appointed at the earliest possible date. My proposal would be, to attach one sub-organiser to every two inspection circuits, the geographical arrangement of this work would be then chiefly determined by the advice of the senior inspectors of these circuits, who would then be able to decide which would be the most urgent and important centres in which instruction should be given, and also to notify to the sub-organiser the individual schools which required the most help.

Training colleges.

The whole of the seven training colleges have made a satisfactory provision for teaching the subject to King's scholars, and a most promising start has been made. It is hoped that the Professors in the training colleges will use every effort to impress upon the students in training the purpose of instruction in elementary science, as this is at once the most important and most difficult part the young teacher has to master. If the teacher does not keep the aims of his work continually before him his instruction is liable to run off the right lines.

Courses for inspectors.

Considerable portion of my time has been spent during the past year in carrying out the Board's Order, that the inspection staff should have an opportunity of becoming acquainted with the methods of instruction in the programme. Three groups of twelve inspectors have been through a five weeks' course with me in Dublin, and I believe the opportunity has been appreciated by them.

Equipment grants to schools.

Some three hundred free equipment grants of apparatus has been made to those schools, the teachers of which are considered competent to use them, the test of competency has been either a satisfactory accomplishment of the work of an organiser's class, or of external qualifications, showing the teacher was familiar with the accurate use of the apparatus.

The reception of the subject by the teachers has been in every way satisfactory, and there can be little doubt that the great majority of them are convinced of its great value as an educational weapon for intellectual training in the primary school, and as an essential foundation on which to build further technical instruction.

In conclusion, I wish to tender my best thanks to every member of my staff for the very hard work they have accomplished during the year, and for the loyalty and cheerfulness with which they have carried out my suggestions; and, further, my thanks are due to many inspectors for the great assistance they have given on many occasions in connection with the local classes.

I beg to remain

Your obedient servant,

W. MAYHOWE HELLER.

To the Commissioners of
National Education, Ireland.

XI.—General Report of Mr. A. W. BEVIS, Head Organizer of Hand-and-Eye Training and Drawing.

GENTLEMEN—

In submitting the report of the work accomplished during the year in Manual Training, I desire briefly to state the object and educational value of the system adopted and to specify the different stages of progress for the various classes.

I do this as the principles underlying Manual Training are not, I believe, generally understood.

The primary objects of the training, are:—Firstly—To train the children to discover for themselves, to find out a way to overcome the many difficulties met with in practical work, to know the right way to search, and when a discovery is made how to turn it to good account. Objects of manual training.

This training, however elementary, cannot be successfully gained unless there is actual work to be done, and difficulties to be overcome, within the capacity of the children. For this purpose it is essential that some suitable material be given to the class to work with. The mistakes made will teach the children more than any theory can do the absolute need for right methods and careful observation. Every one knows how easy the accomplishment of an exercise looks in the hands of a skilful workman. It is because he knows the right order and method in which to set to work, the difficulties likely to be met with, and so carefully battles with them or avoids them. He also knows from experience the difficult points that need special care and attention. These are lessons that can only be learned by practical work aided by intelligent observation. It is for this reason we give the children some actual work to do, it matters little what the work may be, whether it is mere exercises of no intrinsic value, or models, so long as the work to be done is within the capabilities of the children. The lesson to be taught in each is the same, i.e., the absolute need of discovering the right order and method of procedure, and watchfulness against unforeseen difficulties and accidents.

The second object sought in Manual Training is that of accuracy. There are many kinds of accuracy needed in all practical work, and the neglect of any of them must result in failure.

(a.) Accuracy in drawing conclusions from data discovered. The fallacy of assumptions, or guessing, for which there is little or no foundation, is clearly proved in experimental work. Teachers should be careful not to ask questions of children in such a way as to encourage guessing, nothing is so detrimental to a child's training to accuracy as the habit of guessing or "jumping at conclusions."

(b.) Accuracy in setting forth in simple language what really takes place when performing or observing the performance of an experiment. Children get so accustomed to describing something not actually before them, that when asked to describe the actual facts observed they draw upon their imagination or knowledge of what they think ought to take place, and frequently neglect to relate many important facts.

(c.) Accuracy in following drawings and minutely and clearly setting forth by drawings work to be done, is also best taught by practical application.

(d.) Then the accuracy of Manipulation in dealing with different materials can be taught in no other way than by practical work. Chil-

dren, when they find their mistakes cannot be erased or rectified, and that their work is spoiled from want of method, from carelessness or inaccuracy, learn in the most effectual way the importance and necessity of absolute carefulness in every detail. Intelligent observation, definite, complete, and truthful description, together with methodical and accurate work, are the principles that Manual Training introduces. The teacher giving these lessons is distinctly told to keep these principles constantly before the children; and once he aims at making his school into a manufactory of articles, the time spent on the work will be more or less wasted. It will now be seen that the precise work and material used in the lessons is of very small moment.

Training in
the different
standards.

The Commissioners suggest a sequence of work as set forth at the teachers' classes, and provide a free equipment grant for the carrying out of the same.

The children in classes 1 and 2 take stick laying and paper folding.

The sticks are used to represent lines, and give but one dimension—that of length, while the paper folding brings in a second dimension—that of length and breadth, giving surface. Paper is admirably suited for the work, as it is clean, cheap, and can readily be folded to various shapes.

The next step (taken in the 3rd and 4th classes) introduces thickness, which, added to the other two dimensions, gives a solid. Here small blocks of wood are used and placed by the children to practically teach them the plan and elevation of a solid and its development from the flat surface. Some small degree of fancy picture drawing has been taught in Irish National Schools, but the practical utility of drawing seems to have been neglected altogether.

Manual work in every stage is the following out of the practical application of Industrial drawing, of which plan and elevation are essential adjuncts.

The next stage (the 5th class) is bending wire to accurate measurements corresponding to the drawings given. Here, again, drawing is the basis of the work, combined with which we have accuracy in measurement and correct rendering of the drawing in the concrete.

In the 6th class the same tests are applied only in a material requiring more delicate handling, more manipulation of the tools, and a wider knowledge of scale and geometrical drawing.

It is impossible for any school to introduce the whole system at once. In the first place, the children are not sufficiently advanced in the elementary work to attempt the work in the more difficult stages; and, secondly, it is impossible to train the teachers in all the branches in less than three or four courses of lessons; besides, before the higher stages of wire and cardboard work are reached it is absolutely essential that the teachers have a far more practical knowledge of Blackboard drawing.

The whole of manual work is dependent on drawing, and shows in a practical way the application of freehand, model, scale, and geometrical drawing to industry. It is hoped the higher branches will be reached in the 3rd course of lessons given to teachers, and by that time the children will have advanced sufficiently to benefit by it.

This training, if brought out in the spirit the Commissioners desire, must have a beneficial effect on all other subjects taught in the school.

The methods adopted will tend to eradicate the slavish "rule of thumb" work which hitherto prevailed in many schools.

The number of schools in which instruction in Hand and Eye Training and Drawing has been introduced has steadily increased, and the work has been received most favourably by teachers and children. A very marked improvement in the method of teaching the work, with equally beneficial results, is evidenced by all teachers who have attended the classes and introduced the work into their schools. The teachers are rapidly making a better use of the blackboard, and encouraging more systematically the children to observe, discover, and draw their own conclusions. Originality in design and accuracy in work, although weak as yet among the teachers, are making progress with the children.

The introduction of more paper work in place of the slate, and the abolition of the indiarubber in the lower classes, have had a most beneficial effect in improving the accuracy and neatness of work wherever it has been tried.

Although teachers are most anxious to introduce the whole programme, it has been found impossible to give them the necessary instruction in all the branches. In only two classes have the organizers been able to introduce cardboard work and wire-work.

In sixteen centres teachers have received instruction in model drawing and brickwork, while in forty-six centres it has been possible to give the necessary instruction in paperfolding and freehand drawing. No. of centres.

The total number of teachers who have attended the classes this year is 2,850.

Centres for instruction have been opened in thirty-one towns, and one thousand eight hundred and sixty schools have been visited by the organizers.

The demand for more centres, and the number of teachers desirous of availing themselves of the opportunities of attending the classes opened, being very large, make the work extremely hard and difficult.

Great credit is due to the sub-organizers, who have to take such large classes, and win, as they do, the confidence, esteem, and gratitude of the teachers.

Dwelling more particularly on the work accomplished in those schools where the free grant has been supplied, the paperfolding is still made slightly too much of a purely mechanical process. More reasoning out the why and wherefore, giving expression to it in simple language, and the entire giving over learning definitions by rote, are to be desired. The children should be more frequently encouraged to invent new folds and to alter the drawings on the blackboard to agree with the new fold.

The freehand drawing has made such good progress that one scarcely likes to criticize the work for fear of discouraging the efforts so willingly put forth under the trying difficulties so many teachers must necessarily have to contend with. Freehand drawing.

The most noticeable fault is want of good method. The drawing books of the children should be examples in method and neatness. Economy is sometimes put forth as an excuse for over-crowding a page, while in the same book will frequently be found discarded attempts at a drawing, or whole pages skipped or scribbled on, and no regular order of work observed.

The exercises set are frequently too small, and often good outline drawings are spoiled, or the page besmeared by flat shading with coloured crayons.

The brickwork, as far as can be judged, is fairly well taught; the discipline of the class and the interest of the children is well sustained in most cases. Brickwork.

Model
drawing.

The model drawing, as yet, is not well understood, or sufficiently introduced into the schools to warrant any expression of a general character. The teachers' classes in it are only in a preliminary stage, and as yet the teachers have had no time to practise it.

Scale
drawing.

The scale drawing is in many cases well attempted, but there still remains a lingering desire for making drawings to scale by the ordinary foot rule and calculating the length of each line, instead of using the scales provided. The making of scales is poorly understood by teachers,

Geometrical
drawing.

Geometrical drawing has not been introduced into many schools, and no lessons to teachers have been given in it as yet.

Wire and
cardboard
work.

Wire-work and cardboard work, have scarcely been introduced except by a very few schools, and these are making a very fair beginning.

It is hoped during the next year that many teachers who have received the first course of lessons will be called up to the centres for a second course, and that an improvement in many of the defects mentioned will be effected. The organizers having charge of the classes will be given special instruction to warn teachers against the mistakes which have been noticed from time to time.

The Training Colleges.

Hand-and-
Eye training.

The Hand and Eye training has in all cases been well introduced, and the accuracy in the work shows an improvement from last year. It is a regrettable fact that no woodwork has been taught to the male teachers in training.

Drawing.

The freehand drawing shows more freedom of hand and less slavishness to the old method of copying from charts and cards, and by this progress has been effected in original designing.

Blackboard drawing with or without instruments and model drawing have not received sufficient attention.

It is of the utmost importance that each teacher in training should gain a perfect mastery over the blackboard and chalk. The principals of the different training colleges, I am glad to say, have promised to make ample provision for the instruction in blackboard work for next year.

In conclusion, I have every reason to be satisfied with the year's work, taking into consideration the small number of my staff, all of whom have worked well. Mr. Dennehy, with Dublin as a centre; Mr. Scott with Belfast as a centre; Miss Doyle, with Cork as a centre; and Miss Smith, with Derry as a centre, have each a wide and important district to work in, and it must be several years before they can undertake the work of instructing the teachers within their area. It has been a year of great satisfaction to them and to me, inasmuch as the teachers are anxious to receive the instruction and to introduce the methods into their schools. I sincerely thank and am deeply grateful, to the organisers for their hard work and patience, to the teachers attending their classes so enthusiastically and regularly, and to the inspectors, without whose co-operation our work must be fruitless. May I hope that next year more instructors may be appointed, and that centres in the west of Ireland may be opened at which those teachers who have waited so long may attend.

I am, Gentlemen,

Your obedient servant,

ALFRED W. BEVIS,

Head Organiser for Drawing and Hand
and Eye Instruction.